

Digitized by the Internet Archive
in 2010 with funding from
Lesley University, Sherrill Library

<http://www.archive.org/details/gettingtoheartof00kare>

LUDCKE LIBRARY
Lesley University
30 Mellen Street
Cambridge, MA 02138-2790

For Reference

Not to be taken from this room

GETTING TO THE HEART OF MENTORING RELATIONSHIPS

A DISSERTATION

Submitted by

Karen Leacu LeDuc

In partial fulfillment of the requirements
for the degree of
Doctor of Philosophy

Lesley University
May
2002

The purpose of this study was to understand how the mentoring relationship and its organizational supports help to inform mentoring programs in public schools.

Mentoring is defined as a complex interaction between a public school teacher, the mentor, and a new-to-the-district teacher, the protégé. The mentoring relationship is examined from the perspectives of the mentor and protégé.

A relational perspective, drawn from research on women, specifically the elements of empathy, mutual empathy, and empowerment, and the model of mutual intersubjectivity (Jordan, et al, 1991), was used to gain an understanding of the complex mentoring relationship. The organizational constructs, specifically "followership" (Sergiovanni, 1992) and the process of initiation, implementation and continuation (Fullan, 1991) were applied to the planning of a formal mentoring program.

Through qualitative research methodology stories were collected from mentors and protégés through a series of open-ended surveys which led to in-depth individual interviews of five mentor/protégé pairs. The analysis of the surveys and interviews revealed four salient aspects of the mentoring relationship (1) qualities of the mentor and/or protégé; (2) activities that helped to fulfill the role of mentor; (3) the impact of organizational issues; and (4) participants reflections on the mentoring relationship.

The findings supported the use of a relational model for analyzing and supporting mentoring relationships. Additionally, the organizational constructs, specifically Sergiovanni's idea of "followership" and Fullan's model for change, are important aspects to consider when developing mentoring programs.

This study contributes to existing literature on mentoring. The findings could be used as a basis for developing and improving mentor-training programs. The implications

of this research across disciplinary boundaries was that the relational model should be used in developing teacher mentoring programs in the public schools to enhance the success of new teachers.

TABLE OF CONTENTS

CHAPTER I STATEMENT OF THE PROBLEM

	page
Background of the Study	6
Research Question	7
Purpose of the Study	7
The Need for Mentoring	8
Summary and Overview of Subsequent Chapters	11
Key Terms	11

CHAPTER II REVIEW OF THE LITERATURE

A. Theoretical Constructs of a Relational Model	13
Part 1: Empathy	14
Mutual Empathy	15
Empowerment	17
Development of Mutual Intersubjectivity	19
Part 2: Specific Studies of Mentoring Relationships	21
Phases of the Mentoring Relationship	22
Qualities of a Mentor	23
Synthesis of the Theories on the Mentoring Relationship: A New Model	25
Part 3: Sociocultural Perspectives of the Mentoring Relationship	25
Gender and Mentoring	25
<i>Males as Mentors</i>	27
<i>Females as Mentors</i>	29
B. Summaries of the Theories on Mentoring Relationship	30
Part 4: Organizational Constructs	31
Organizational Theories for Public Schools and their Application to the School District in my Study	31
Theories on Innovation in School Districts	34
Theory on Implementing a Mentoring Program	35
Leadership Theories in the Implementation Process	35
Specific Studies of Organizational Theory as Applied to Public Schools	37
Specific Studies of Organizational Supports for Formal Mentoring Programs in Public Schools	38
Culture of the School	39
Implications for the Study of Mentoring	40

CHAPTER III RESEARCH DESIGN

Research Setting	45
The Study Participants and Recruitment	46
Research Methods	46
Individual Survey Procedures	47
Procedures for Surveys Distributed to Mentor and Protégé Pairs	49
Interview Procedures	51
Confidentiality	51
Archival Evidence	52
Methodology as it Relates to the Literature: Conceptual Context	53
Researcher Bias and Blindspots	54
Undue Influence of Stakeholders	55
Data Analysis	56
Validity	57
Limitations of the Study	58
Cultural Implications	58
Cultural Framework of the Researcher	59
Cultural Framework of the Participants in the Research	59

CHAPTER IV FINDINGS

Analysis of the Surveys	63
The Carousel Brainstorming Survey-Initiating the Relationship	63
<i>Some qualities identified by the mentors and/or protégés- initiating the relationship</i>	64
<i>Some activities that helped to fulfill the role of mentor- initiating the relationship</i>	66
<i>Summary of responses regarding some qualities and activities- initiating the relationship</i>	68
<i>Organizational influences- initiating the relationship</i>	68
<i>Reflections on the mentoring relationship- initiating the relationship</i>	70
<i>Summary of Carousel Brainstorming Activity- initiating the relationship</i>	70
Mentor-Protégé Pairs Survey- First Distributed in January, 2000- Sustaining the Relationship	71
<i>Some qualities identified by the mentors and/or protégés- sustaining the relationship</i>	72
<i>Some activities that helped to fulfill the role of mentor- sustaining the relationship</i>	72
<i>Organizational influences- sustaining the relationship</i>	74
<i>Reflections on the mentoring relationship- sustaining the relationship</i>	75

<i>Summary of January Mentor/Protégé Pairs Survey-</i> <i>Sustaining the relationship</i>	76
Mentor/Protégé Pairs Survey- Distributed in May, 2000-	
Concluding the relationship	76
<i>Some qualities and activities of the mentors- concluding</i> <i>the relationship</i>	77
<i>Reflections on the mentoring relationship-</i> <i>concluding the relationship</i>	78
<i>Organizational influences- concluding the relationship</i>	80
Summary of the May Mentor/Protégé Pairs Survey	80
Summary of Survey Findings	81
The Interviews	83
Overview of the Pairs	84
<i>Mentor/Protégé Pair One</i>	86
Initiating the relationship	86
Sustaining the relationship	88
Concluding the relationship	89
<i>Mentor/Protégé Pair Two</i>	90
Initiating the relationship	91
Sustaining the relationship	92
Concluding the relationship	93
<i>Mentor/Protégé Pair Three</i>	94
Initiating the relationship	95
Sustaining the relationship	96
Concluding the relationship	97
<i>Mentor/Protégé Pair Four</i>	98
Initiating the relationship	98
Sustaining the relationship	99
Concluding the relationship	100
<i>Mentor/Protégé Pair Five</i>	100
Initiating the relationship	101
Sustaining the relationship	102
Concluding the relationship	103
Summary of Findings from the Interviews	103
Conclusions from the Interviews	106
Organizational Themes that Emerged from the Interviews	109
<i>Informal Mentors</i>	109
<i>Findings with regard to informal mentors</i>	110
<i>Findings with regard to the pairing process</i>	111
Summary of the Findings	112

CHAPTER V IMPLICATIONS

Implications for Findings in Terms of Theory and Research	114
Use of the Relational Model	115
Use of Organizational Constructs	116
Implications for Findings in Terms of Practice	117
Development of Expectations and Mechanisms for Communication	118
Development of a Vehicle to Discuss the Relational Model	119
Discussion of Participant Roles in the Training Program	121
Further Study	123
Conclusion	124
References	125

APPENDICES

Appendix A	Carousel Brainstorming Survey for Mentor and Protégé	130
Appendix B	Evaluation of the Mentoring Program by Teachers New to the District	131
Appendix C	Evaluation of the Mentoring Program by Mentors	135
Appendix D	Evaluation of the Mentoring Program by Principals	139
Appendix E	Mentor/Protégé Pairs Survey	143
Appendix F	Interview Guide	147
Appendix G	Informed Consent for Mentor Interviews	151
Appendix H	Model for Analysis of the Stages of Development of the Mentoring Relationship	152
Appendix I	Letter of Introduction	153
Appendix J	Mentor Program Handbook	154

LIST OF TABLES

Table 1	Sergiovanni's Steps for Purposing As Applied to a Mentoring Program	37
Table 2	Timetable of Surveys Distributed to Individuals	49
Table 3	Timetable of Surveys Distributed to Mentor/Protégé Pairs	51
Table 4	Interview Participants	52
Table 5	Finding of the Surveys Over a Nine Month Period	82
Table 6	Mentor/Protégé Pairs	85
Table 7	Summary of the Relational Elements in the Interview	108

Mentoring, an important aspect of life, takes many forms. Many are mentored as they learn a new role, job, or simply embark on a new life experience. From an historical perspective the term ‘mentoring’ can be traced to Homer’s poem, “The Odyssey”, where Odysseus’ friend Mentor was given the responsibility of nurturing his son Telemachus. Mentor, in essence, was to guide Telemachus and assist him in seeing his mistakes, all in a supportive way. Galbraith and Cohen (1995) define a mentoring relationship as one in which the relationship promotes meaningful understanding and appreciation of the other. One mentor who participated in this study suggested that mentoring is “like putting your hand on a butterfly; you need to be careful, you might squish it.” This study examined the mentoring relationship in a public school setting from the perspectives of the primary participants- the master teacher and new teacher. It asked: “how can an understanding of both the mentoring relationship and its organizational supports, as perceived by the participants, help to inform mentoring programs in public schools?”

Background of the Study

The mentoring experience is one aspect of a new teacher’s career. “Becoming a teacher is not a simple transition from one role to another; it is a social process involving complex interactions between and among prospective and experienced teachers and their social situations” (Lortie, cited in Lawson, 1992, p. 164). Those complex interactions can be made easier with the assistance of a mentor, as the work a mentor does with a protégé enriches the educational experience and lessens the likelihood that a teacher will drop out. First year teachers need to become aware of the political and social climate and culture of their individual school building and the district, to build collegial relationships with their peers, and to provide the best instructional practices for their students in an optimal setting. A mentor can assist the protégé in this endeavor. In order for the mentor to accomplish these goals, she must develop a relationship with the protégé that allows for this knowledge to be passed along.

While many school districts within the state of Massachusetts already had informal mentoring programs, the Massachusetts Education Reform Law of 1993 required that districts initiate a formalized mentoring program. The issue then becomes- how does the formalization of the mentoring program influence the mentoring relationship?

Research Question

How can an understanding of both the mentoring relationship and its organizational supports, as perceived by the participants, help to inform mentoring programs in public schools?

Purpose of the Study

Within some informal mentoring programs, mentor/protégé relationships were based on the premise that a veteran staff member would assist a new staff member in developing an understanding of school and district culture, policies, and politics. These informal relationships often developed naturally, without any administrative encouragement. Since the programs became formalized, as is the program used in this research setting, the need for understanding the complexities of the mentor/protégé relationship have become more important. We need to learn how the mentor interacts with the protégé, and how mentor trainers can assist experienced teachers as they initiate the relationship and sustain it over the school year. Additionally, it is important to understand what organizational supports are integral to the mentoring program and how those supports impact the mentoring relationship.

For the purposes of this study, a mentor is defined as one who engages in a relationship that nurtures and supports the new teacher. This relationship includes

transferring knowledge about the school or pedagogical practices of teaching and guiding the new teacher through the inner workings of the job. A protégé is defined as an adult who is paired with a mentor and has recently begun a new job, specifically a first year teacher in a district.

Mentoring programs in public schools have been an area of interest of mine for several years. While assisting my school district in developing a mentoring program that included a mentor-training course, I began to think about the mentoring relationship in particular. My thoughts turned to the mentor-training program I had developed, how I could improve the training program, and indirectly, improve the mentoring relationship itself. My doctoral research, specifically research on women's development from the Stone Center at Wellesley College, led me to avenues that helped to answer these questions and further assisted me in developing an understanding of how relationships shaped the mentoring program. I focused on these four relational factors (1) *empathy*; (2) *mutual empathy*; (3) *empowerment*, and (4) *a model of mutual intersubjectivity* (Jordan, et al, 1991). The present public school structure that I studied did not consciously integrate a relational perspective when it came to developing programs for mentors. My research enabled me to view mentoring as an interpersonal transaction, framed through the lens of a model I had developed (found in Appendix H), that incorporated the above applicable theoretical constructs. The model, found in Appendix H, will be described in detail in Chapter III.

The Need for Mentoring

The need for mentoring programs has been discussed by many researchers, (Fraser, 1998; Odell, 1990; Rowley, 1999). Heyns, Schlechty and Vance (1981), cited in

Odell (1990, p. 200), report that 30% of beginning teachers do not teach beyond two years and almost 40% leave the profession within their first five years of teaching. Additionally, these researchers hypothesized that long-term teacher retention can be improved by mentoring teachers during their first year of teaching. This hypothesis stems from the study of first year teachers who were mentored, as opposed to first year teachers who were not mentored. (The study does not mention whether the mentoring program was formal or informal.) When first year teachers had the opportunity to interact with another professional, there was a marked increase, not only in the retention of first year teachers, but in the quality of their instruction. Because the new teachers had a person to “bounce ideas off of” they felt more secure in their position. Furthermore, the Heyns, et al, study suggests that the expectation for long-term teacher retention can be improved by mentoring teachers in their first year.

Additionally, Heyns et al, noted that the quality of a first teaching experience seems to be more positively related to teacher retention than is a beginning teacher’s prior academic performance or the adequacy of his/her teacher preparation program (Odell, 1990, p. 200). Since a mentor can be helpful in making a first year successful, the implications for retention are significant.

Such studies suggest a need for effective mentoring programs that can increase the professionalization of teachers and improve the quality of instruction while increasing the teacher retention rate. First year teachers need not worry about the nuts and bolts of teaching (supplies, classroom arrangement) when a mentor can easily assist the protégé with these issues. Instead, the first year teacher can focus on the more integral parts of

teaching (student interaction, parent interactions, collegial interactions, and curriculum development) through the interpersonal relationship with a mentor.

Odell (1990) suggests that mentoring has three goals. The first is to provide beginning teachers with guidance and support, the second is to promote the professional development of teachers, and the third is to retain beginning teachers. Central to these objectives is the mentor himself, the key player in fulfilling the above mentioned goals. Thus, it is important to look at the roles assumed by the mentor in relation to the protégé or beginning teacher in order to understand the mentoring relationship.

Although there have been studies on mentoring, there is an absence of qualitative studies on mentoring relationships. Christensen and Conway (1991) used surveys to determine how mentors and protégés in education were paired and what information was most important for the mentor to provide to the protégés. These researchers surveyed both mentors and protégés, but the focus of their study was the mentor selection process and the content needed to mentor. For example, they looked at policy and procedure issues that directly impacted the protégé. Feiman-Nemser and Parker (1990) recorded conversations between four mentors and four protégés. They analyzed this content to uncover how mentors dealt with the protégé's understanding of issues in teaching and content. Although these researchers do not state whether or not the program was formalized, the Feiman-Nemser and Parker study is closer to the one I conducted in that these researchers obtained information from both participants in the relationship. My study was different in that I analyzed the relationship itself from the perspective of the individual voices of mentors and protégés, not just content issues that arose during the relationship.

Summary and Overview of Subsequent Chapters

In order to develop a new understanding of the mentoring relationship, the first chapter presented a synthesis of relational and organizational theories and their application to mentoring relationships in the real world context of the public school system. The second chapter contains the theoretical constructs that were used for this study. In the second chapter, I review the theoretical constructs of a relational model, from which I developed a model for analyzing mentoring relationships. Additionally, I review the literature on the public school organizational constructs that pertain to this study, in particular the characteristics of leadership and the implementation of a new initiative.

The third chapter presents the rationale for and discussion of the research methods used in the study. An analysis of findings is presented in Chapter IV. Finally, Chapter V presents a discussion of the implications for the study.

Key Terms

1. Mentor in the Public Schools-- A mentor is one who engages in a relationship that nurtures and supports the new teacher.
2. Protégé in the Public Schools-- A protégé is defined as an adult who is paired with a mentor and has recently begun a new job, specifically a first year teacher in a district.
3. Mentoring Relationship-- A mentoring relationship could be described as a one-to-one pairing of a professional status teacher (four years in the public school district) and a new-to-the-district teacher.

4. Theoretical Construct for a Relational Model-- A theoretical construct for a relational model outlines key components of the interactions between two individuals. These components are empathy, mutual empathy, empowerment, and a model of mutual intersubjectivity. The relational model is based upon studying women's relationships (Jordan, Kaplan, Miller, Stiver, & Surrey, Wellesley College, 1991).
- Empathy- the act of sharing and identifying with another without regard to one's own gain.
 - Mutual Empathy- the act of identifying, sharing, and understanding the psychological and emotional state of another.
 - Empowerment- the act of participating in a reciprocal relationship where each is emotionally and professionally supported by the other.
 - Mutual Intersubjectivity- a model that outlines the stages of growth in a relationship.

The mentor/protégé relationship is inherently complex. This chapter reviews the theoretical constructs of a relational model, which were based on the study of women (Jordan, et al, 1991). These theoretical constructs were used to gain an understanding of the mentor/protégé relationship. Although this theoretical relational model has the potential for describing the complexities of the mentoring relationship, it is important to acknowledge that these constructs have not previously been applied to adult relationships in a school setting. Additionally, a review of the organizational components of public schools was included so that the larger framework of mentoring programs could be understood. Furthermore, a synopsis of the literature on mentoring programs in business and public schools is presented.

Theoretical Constructs of a Relational Model

Jean Baker Miller (1991) defines a woman's sense of personhood as one that is grounded in the motivation to make and enhance relationships with others. Miller states that women tend to find satisfaction, effectiveness, and a sense of worth when in connection to others. Since mentoring relationships are based on connectedness, the development of a theoretical component that examines the connectedness between the mentor and protégé in the mentoring relationship could be grounded in this theoretical model.

Miller (1991) suggests that theorists begin to develop a new model that views adult's lives in connection with others as they progress through their lifelong journey. The connections that mentors establish with their protégés provide just such an opportunity for closer examination.

Miller believes that all growth occurs within interpersonal connections, not separate from them, and that those connections are important to the growth of all individuals. It is important to note that the mentoring relationship is a professional one, and is not to be confused with one in which intimacy is a factor, as in a mutual adult relationship or family relationship. Yet, such a theoretical framework that values connections can shed light on the interactions of the mentor/protégé relationship.

Since my study involved a predominantly female population, these theoretical constructs provided an initial framework for an understanding of how women act within a relationship (Jordan, et al, 1991), and in relation to others (Miller, 1991; Surrey, 1991). Within this study, I specifically used the constructs of *empathy*, *mutual empathy*, *empowerment* and the *model of mutual intersubjectivity* (Jordan, et al, 1991), in order to develop a framework for deciphering the way a mentoring relationship develops emotionally and cognitively. (For the purposes of this study, I will italicize the above terms as they are used in my writing.) Then, these theoretical constructs were integrated with specific studies of public school mentoring relationships (Fraser, 1998; Odell, 1990; Rowley, 1999) that outlined the characteristics of mentors and the stages of the mentoring relationship. Additionally, I developed a model that synthesized these frameworks for understanding mentoring relationships (See Appendix H). Finally, I reviewed the cultural implications of mentoring.

Empathy

Empathy is defined as an "inner experience of sharing in and comprehending the momentary psychological state of another person" (Jordan, 1991, p. 29). That sharing is an integral part of the mentoring relationship. In order to develop a mentor/protégé

relationship that grows and changes over time, the mentor must identify with what the protégé is feeling, and respond in such a way as to support the protégé. In doing so, the mentor must acknowledge that any of his/her actions could have an impact on the protégé. As the relationship begins, the mentor provides support- both cognitively and affectively. The *empathic* process in a mentoring relationship could lead to the development of identification with the protégé –what theorists call a connectedness- and the further development of the relationship.

My application of *empathy* to the mentoring relationship is hypothetical in nature. For example, first the mentor identifies with what the protégé is feeling. Maybe the protégé is very nervous about the first day of school. The mentor remembers what it was like to be a first year teacher and identifies with the protégé's feelings. The mentor then cues into the protégé's angst and can respond, first by acknowledging that she once was nervous on the first day and then by providing the protégé with some suggestions to calm his/her fears, thus *empathizing* with the protégé. Throughout this process, the mentor retains a sense of who they are and what they believe, while still cueing into the needs of the protégé, what Surrey terms "*accurate empathy*" (in Jordan, et al., 1991, p.58). The power of this connection is that the mentor connects and responds to what the protégé is experiencing.

Mutual Empathy

As the mentor/protégé relationship develops into a mutual one, the mentor begins to feel a reciprocal relationship, receiving emotional and professional support from the protégé. This second key element for this relationship model is based on the flow of shared interactions between the individuals, with each participant's individuality remaining intact. This *mutually empathic* (Surrey, 1991) relationship is one that develops

over time. At the beginning of the relationship, the mentor uses accurate empathy to understand the needs of the protégé and responds appropriately. As the relationship develops, the mentor can experience *mutual empathy*, with the protégé contributing to the relationship.

To encourage the growth of the individuals, especially the protégé, the mentor must not be self-sacrificing or overly accommodating; that would not lead to further development of the relationship. There must be a commitment by both the mentor and protégé to support one another in the relationship. However, the initial actions of the mentor allow for the growth of the protégé. The mentor backs away from the protégé as the relationship develops more fully. For example, both the mentor and protégé may be having difficulty with a particular student. They decide to discuss this student and possible interventions. They may each share a strategy that has worked for them, agree to try one in particular, discuss the effectiveness of the strategy, and collaborate on next steps.

In aforementioned scenario, it is important that the mentor and protégé understand the function of the relationship to be one that is professional and supportive for both the mentor and protégé. The development of this function would start at the beginning of the mentoring training, and would also set the stage for understanding what the mentor and protégé are seeking with regard to possible professional supports for the relationship. Whether or not the relationship flourishes is dependent on the understanding developed by the participants. How that understanding takes place is key to the relationship itself. Both the mentor and protégé must enter into the experience with the trust and confidence that each will bring their best to the relationship so that both individuals may benefit.

Empowerment

Relationship building is based on mutual empowerment, mutual sharing, and mutual understanding. The third element of my model is based on Surrey's (1991) key factor for relationship building, *empowerment*, which would most likely occur later in the relationship as the individuals move towards mutual empathy. Empowerment benefits both the protégé and the mentor in the relationship. Surrey (1991) identifies two types of *empowerment- psychological and personal*.

Psychological empowerment occurs when the individuals possess the "motivation, freedom, and capacity to act purposefully" (Surrey, in Jordan, et al., 1991, p. 164).

Within the mentor/protégé relationship, each individual relies on their own *psychological empowerment* to use all the means necessary to develop a mutual relationship. Each individual must possess the motivation to act purposefully and participate freely in the relationship. The mentor and protégé must be psychologically ready to participate in the relationship.

Personal empowerment, "the ability to act, to work, to stand, and to move on her own" (Surrey, in Jordan et al, 1991, p. 162) occurs by establishing a connection with the other that is mutually empathic and promotes that empowerment. The protégé and the mentor establish this *empowerment* through connection within an empathic relationship. The relationship is reciprocal enough for the protégé to actually assist her mentor rather than always being on the receiving end. A possible scenario where this *mutually empathic* connection occurs could be one in which the protégé assists the mentor in utilizing a new instructional strategy, such as literature circles. The protégé might model the format for the strategy and then assist the mentor in implementing the strategy in her classroom. The mentor tries literature circles and shares with the protégé the power of the new strategy.

Within this scenario, the mentor could be personally *empowered* by a protégé. (For further illustration of this construct, see Interview number four, page 92).

Surrey states that participation in the mutually *empowering* relationship leads to a greater sense of connectedness for the participants, which could then improve the mentor and protégé self-esteem and sense of worth (in Jordan, et al, 1991, p. 167). As the mentor works closely with the protégé, her own sense of *empowerment* could be a source of renewal as she experiences an increased awareness of herself as an individual and a professional.

Thus, the parameters of the mentoring relationship could be described as an ability "to create enough space for both people to express themselves and to allow for possible conflict, tension, and creative resolution" (Surrey, in Jordan et al., p. 170). Thus, if the mentor feels that the protégé should conduct a lesson in a certain way, but the protégé does not feel that approach is appropriate for her students, the protégé would be able to express that idea without worry. Ideally there would be space in the relationship that allows for critical thought regarding issues that arise as a result of collegial discussions. When both participants in the relationship understand that this is critical for success, only then can the individuals be mutually *empowered*.

Three factors: *empathy*, *mutual empathy*, and *empowerment* contribute to the progression of the mentoring relationship, but they do not get to the heart of how the relationship develops and is sustained over time. How the mentor responds to the protégé, and her perception of who the protégé is in the relationship, influences the development of the relationship.

Development of Mutual Intersubjectivity

Empathy, mutual empathy, and mutual empowerment are building blocks for a relational model for studying mentoring relationships. The concept of *mutual intersubjectivity* (Jordan, 1991) can also shed light on these three key elements and describe how the elements work dynamically.

Intersubjectivity refers to the idea that one person is motivated to understand another person's meaning system with regard to that person's emotional state. The *model of intersubjectivity* can be seen as a basis for establishing a mentoring relationship, or a process for developing that relationship. Each point in the model builds on the previous one and utilizes the three key elements. The model can be used as a blueprint for describing how a relationship develops and grows.

If the five components of the *model of mutual intersubjectivity* were used to describe mentoring relationships in the public school setting, the first component of the model, (1) "an interest in and cognitive-emotional awareness of and responsiveness to the subjectivity of the other person through empathy" (Jordan, 1991, p. 83) could allow for the development of effective *empathy*, where the mentor is careful to be aware of the protégé's emotional needs.

Additionally, the second component of mutual intersubjectivity, (2) "a willingness and ability to reveal one's own inner states to the other person, to make one's needs known, to share one's thoughts and feelings, giving the other access to one's subjective world, self disclosure, opening to the other" (p.83) also supports the idea of *empathy*. By the mentor's acknowledgment of his/her own thoughts and feelings about her experience

of being a first year teacher, the mentor identifies with the protégé and begins to develop an *empathic* relationship.

The third component, (3) “the capacity to acknowledge one’s needs without consciously or unconsciously manipulating the other to gain gratification while overlooking the others’ experience” (p. 83), allows for the mentor to *empathically* respond to the protégé in a non-judgmental way, leaving the mentor’s ego intact. The mentor has lived the experience of a first year teacher and can share those experiences without trying to manipulate the protégé. This allows for the mentor to respond accurately and *empathically* to the needs of the protégé.

The fourth component, (4) “valuing the process of knowing, respecting, and enhancing the growth of the other” (p. 83), provides an opportunity for the mentoring relationship to progress in such a way that it enhances the growth of both individuals. Through this process of developing the relationship, the participants get to know each other, learn to respect each other and look towards making each other grow professionally, by *mutually empathizing* with each other. Clearly, this process occurs over the school year. I hypothesized that at the beginning of the relationship, the respect that the mentor and the protégé develop will lead to the growth of both individuals and to a sense of empowerment.

The fifth component, (5) “establishing an interacting pattern in which both people are open to change in the interaction” (p. 83), indicates that the relationship is flexible and can change over time. If the relationship has progressed to where both individuals respect and trust in each other, the relationship may become one in which the participants are mutually *empowered*.

These elements of intersubjectivity can be used to understand the mentoring relationship, as the model shows evidence of *empathy*, *mutual empathy*, and *empowerment*. The mentor exhibiting these intersubjective elements could provide an optimal opportunity for the mentoring relationship to flourish and grow. This model could be used as a descriptive guide to mentoring relationships.

Specific Studies on Mentoring Relationships

Numerous texts and articles have been written about the importance of relationship building as a component of the mentor/protégé relationship. This attention to relationship building indirectly supports my application of a relational model for mentoring programs. Specifically, in *Teachers to Teacher* (1998), Jane Fraser dedicates an entire chapter to the importance of developing the mentor/protégé relationship. She feels that there has to be an environment for growth and learning to occur for the relationship to flourish and that there needs to be a basic rapport between the mentor and protégé. Hal Porter, in *Mentoring New Teachers* (1998) outlines four mentoring functions- relating, assessing, coaching, and guiding. He uses these four functions to inform the mentoring process and guide mentors as they develop a relationship with their proteges. In *How to Help Beginning Teachers Succeed*, Gordon and Maxey (2000) suggest that mentors must develop a relationship that is built on a rapport that values trust, with the goal of establishing a positive relationship with the protégé. As is evidenced in these three texts, the key elements of my relational model, found in Appendix H, could help to further analyze how this can happen. The concepts of *empathy*, *mutual empathy*, *empowerment*, and *mutual intersubjectivity*, guide us as we

begin to understand how the mentoring relationship is established between the mentor and protégé.

Phases of the Mentoring Relationship

In her study of mentoring in public schools, Odell (1990) outlines four critical phases of the mentoring relationship, which correspond well to the relational model. Phase 1 consists of developing the relationship, where the construct of *empathy* applies. During this phase, it is important for the mentor to develop a relationship that allows for getting to know the protégé as an individual. In the language of the relational model, the mentor uses *empathy and mutual empathy*. By first feeling *empathic* towards the protégé, the mentor could begin to develop a trusting relationship with the protégé. As the relationship progresses, the mentor and the protégé could begin to feel *mutually empathic* towards each other.

Phase two of the mentoring relationship is determining the mentor content. During this phase the mentor begins to recognize the changing needs of the protégé. By applying the relational model's term of *accurate empathy*, a component of empathy, the mentor recognizes the needs of the protégé, and accurately responds to those needs. For example, as the school year begins, the protégé needs guidance on the "nuts and bolts" of the school- such as the use of the copy room or how to take attendance. As the year progresses, the protégé's needs may change to instructional and classroom management issues and the mentor accesses *accurate empathy* to understand and relate to those changing needs.

Odell's Phase 3 describes applying effective styles and strategies, where mentors use their knowledge of what works well in the classroom and match that knowledge to

what the protégé needs. This also is a phase in which the mentor exhibits *accurate empathy*, and builds a capacity to understand and acknowledge the protégé's needs without consciously or unconsciously letting his/her ego influence the interaction. In this phase, the mentor recognizes "the value of knowing, respecting, and enhancing the growth" (Jordan, 1991, p. 83) of the protégé. The mentor understands this process and keeps uppermost in his or her mind the needs of the protégé as he/she engages in this relationship.

Phase 4 of Odell's model represents a transitional time known as disengaging the relationship. During this phase the protégé becomes more self-reliant, with the mentor assisting the protégé in developing his/her own support networks. In applying the relational model, there is a feeling of *empowerment* on the part of the protégé and the mentor.

Qualities of a Mentor

Another study by James Rowley (1999) identified five basic but essential qualities of a good mentor, which echo those in the relational model. The first quality of a good mentor is "*being committed to the role of mentoring*" (p. 20). 'Being committed' supports the notion that the mentor is "capable of making a significant and positive impact on the life of another" (p. 20). The second quality Rowley suggested is "the good mentor *recognizes the power of accepting the beginning teacher as a developing person*. Accepting mentors do not judge or reject mentees as being poorly prepared, overconfident, naïve, or defensive" (p. 20). Rowley's ideas support the relational language of *empathy*, where the mentor not only accepts the protégé as a developing individual, but also maintains her sense of self while growing and relating to the protégé.

The third basic quality of a mentor that Rowley identified is that he/she is “*skilled at providing instructional support*” (p. 20), using a forum for sharing experiences. The mentor offers teaching ideas to assist the protégé as he/she progresses through his or her first year of teaching. In order to provide these instructional supports, the mentor needs to understand the instructional needs of the protégé. This is done through empathy, with the mentor putting him/herself back into the role of first year teacher and designing interactions that support the protégé.

Rowley’s fourth quality is that the good mentor is “*effective in different interpersonal contexts*” (p. 20). “Good mentors recognize that each mentoring relationship occurs in a unique, interpersonal context” (p. 21). This unique context not only comprises the professional experience of the mentors and protégés but also the personal experiences of the individuals. As mentors and protégés begin to *mutually empathize* (to use relational language) with one another, they begin to recognize the professional aspects of the relationship and acknowledge personal differences in order to communicate effectively with one another. “Just as good teachers adjust their teaching behaviors and communications to meet the needs of individual students, good mentors adjust their mentoring communications to meet the needs of individual mentees” (p. 21).

According to Rowley, the fifth quality of a good mentor is that he/she is a *model of a continuous learner*. The mentor seeks to find the best approach to problems and is a lifelong learner. This is similar to Jordan’s (1991) idea of what is critical to the development of relationship- an “awareness in and cognitive-emotional awareness of responsiveness” (p. 83) to the individual. The hope and optimism shown by the mentor is the way the mentor responds to the protégé and vice-versa. In doing so, the good mentor

shares personal struggles and frustrations as well as how these were overcome, as does the protégé, thus *empowering* each other.

Synthesis of the Theories on the Mentoring Relationship: A New Model

After synthesizing the theories and studies as described above, I have created a model for analysis of the stages of development of the mentoring relationship (See Appendix H). This model is a synthesis of the work of Rowley, Jordan, Surrey, and Miller and I used the model to analyze and categorize the characteristics and stages of development of the mentor/protégé relationship. This model incorporated empathy, mutual empathy, empowerment, and the model of mutual intersubjectivity and could be used by others in the future.

Sociocultural Perspectives on the Mentoring Relationship

The mentoring relationship exists within a social and cultural environment that is unique to the individuals within that relationship. This environment encompasses issues such as age, race, gender, ethnicity, religion and is relevant to all cultural groups (Rodriguez, in Galbraith and Cohen 1995, p.70). While it is important to recognize all of these factors as the mentor and protégé begin their relationship, the major sociocultural parameter in my study was gender because the relational theories used for this study were based in women. Because this study is about female and male mentors, I felt it was necessary to further understand the issues of gender as they influenced the mentoring relationship.

Gender and Mentoring

Gender plays an integral role in the mentoring relationship. Many different issues arise when men mentor men; men mentor women; women mentor women; or women mentor men. Given that mentoring relationships occur with both men and women as

mentors and protégés, a theoretical framework that reflects the development of both men and women is needed. Although relational literature is focused on women in particular, the study of relational theory can provide a guideline for understanding the mentor, male or female, as related to the protégé, male or female. For the purpose of this project, I have chosen to apply this construct to men and women, while I recognize the importance of further study of the relational model for men.

Though most of the mentors in public schools are women, there are men who mentor. Stephen Bergman (1990) had begun to study men in relationship, from the perspective of intimate relationships with women. As the husband of researcher Janet Surrey (1991), Bergman wrote of men's relationships to women, where he cites three points "1) the experience of early connectedness *is there* in men; 2) men do have a notion of the ways of interacting with the world which is grounded in being-with; and 3) this notion of being-with is almost always done in a relationship with a woman- at least so far" (p. 4). From Bergman's paper come some ideas that speak to male relational development. His notion of being-with, coincides with what Jordan (1991) perceives as "a model for all the people involved" (p. 28).

Despite the association of relational theoretical constructs with women's development, men have nevertheless been included in my study. Just as psychological constructs such as the "ego" originally associated with men have been applied to women; similarly, the application of relational constructs originally associated with women have been applied to men in my study.

Males as mentors

Since little has been written about males mentoring in educational settings, the research on men who mentor in the business world will be examined here. Michael Zey (1984) studied organizations and management to see how individual employees learned to cope and thrive in organizations. He found that there was not a lot of documentation on mentoring in the workplace. In his interviews with male mentors, he found that most mentors support a protégé because the mentor expects something in return from the protégé. This could take the form of career advancement for the mentor, or an increased visibility for the mentor. Loeb (1995) suggests that many individuals in the organizational world who are available to mentor are too worried about their own positions to bother mentoring another; fearful that the younger, lower-paid person could take their position.

These studies of men in mentoring relationships uncovered the complexities of the role men play in those relationships. Although Zey recognized that the roles of a good mentor include guide, counselor, protector and provider of psychological support; Zey does not mention evidence of empathic qualities in male mentors. That is not to say that the mentors did not exhibit those qualities; it simply highlights the need to study this issue.

A study by Hale (1995) found that potential mentors, most of whom were male, were unwilling or unable to mentor or were uncomfortable or incapable of promoting learning through a mentoring relationship with women. Men might have held biases against women, or the interpersonal nature of the relationship might have brought up sexual tensions. Nevertheless, men found the relationships difficult if they required close

interpersonal contact, which might call upon the empathic qualities Jordan (1991) outlines in her *model of mutual intersubjectivity*.

Women protégés in business experienced difficulty even locating a mentor. Boles and Paik (1998) and Ragins (1989, in Hale, 1995) found that mentoring relationships occurred less often for women, basically due to the mentor's (usually a man) inability to cross race or gender issues in the mentoring relationship. This study found that most mentors wished to mentor someone most like themselves and that men in mentoring positions were more comfortable developing a personal and professional relationship with people with whom they could identify. The men had difficulty developing a mentoring relationship with women. Since there were fewer women than men in mentoring programs, women found it difficult to obtain a mentor that could lead them through the organizational hierarchy. Also of note is the fact that in the business sector, there were fewer women in positions to mentor other women.

Laurent Daloz (1999) mentored older adult baccalaureate students. He exhibited empathic qualities that enabled him to develop a trusting relationship with the females in his study. With one female in particular, Daloz was an active listener and allowed time for his protégé to reflect on her experiences and make personal decisions about life experiences, all within range of his watchful presence. In Daloz's reflections on mentoring, he found that men focused more "on activities like providing guidance and fostering independence. It was as though [men] focused primarily on themselves or the student while women were looking at the space in between" (p. 216). Even Daloz recognized that "some of us are better than others" (p. 216) in providing emotional

support for the protégé and acknowledged that some men are better at interactions with others, but that the same could be said for women.

Females as Mentors

Some women mentors may be looking to expand their relationships and are more inclined to mentor because of this. Cafarella (1992) viewed women's experiences, in particular, as a

spiraling funnel, influenced by both the context of the social historical time in which a woman functions and the sphere of influence or relationships (friends, family, work) in which she is involved. The key to expanding this fully and therefore the definition of self, is a woman's ability both to influence and change her web of relationship (p. 13).

Other factors that influence women who mentor are their ethnicity, race and family background. According to Cafarella, who women are in context of their family, race, and ethnic background profoundly influences how they engage in a relationship. Cafarella states, "Women's voices being heard is not just gender related, but rooted in class, race, age, sexual orientation, and family status" (p. 13). This can also be said for men, as who they are as individuals is also grounded in their class, race, age, sexual orientation, and family status. But Cafarella takes this idea with regard for women one step further in stating that what women believe about themselves as women is grounded in the societal context of exploration and domination. Specific aspects of a women's life- the experiences, socialization, and attitudes learned in childhood also impact their ability to act in relation to others (Coll, Cook-Nobles, Surrey, in Jordan, 1997). One must acknowledge the difference between self and other in order to gain an awareness of each. This is important in the mentoring relationship in particular. As the male and female mentor progress through the relationship, he/she must first acknowledge his/her own

sociocultural perspective, identify with the sociocultural perspective of the protégé, and then recognize how they both function within the mentor/protégé relationship with regard to these sociocultural perspectives.

The mentors in my study were predominantly of European descent, white, middle class and female. The protégés included white, middle class females but some hailed from diverse backgrounds such as Asian or African American. The pairing of a middle class white female, age 45, with an Asian female, age 25, would further exemplify the need for a mentor to find ways to identify with the culture of the protégé. The protégé may have totally different tastes in music or movies, different perceptions about living arrangements, and different religious perspectives. The mentor must be the one who takes the initiative to begin understanding who the protégé is from the protégé's sociocultural perspective. This understanding could occur within the relationship development. Though the mentor and protégé may only maintain a professional relationship, and discuss professional issues, the mentor still must find ways to understand the culture of the protégé. This is what Rodriguez terms "multicultural mentoring" (in Galbraith and Cohen, 1995, p. 70). However, in my study, these components of multicultural mentoring were not examined; only the issue of gender was considered.

Summary of the Theories on Mentoring Relationships

In this study of mentors in relation to their protégés, the key elements of relationship (empathy, mutual empathy, and empowerment), the model of intersubjectivity, (Jordan, et al, 1991), and Rowley's (1999) five qualities of mentors were used to analyze the mentor and protégé relationship (See Appendix H). I have

chosen these theoretical constructs because they complement each other and support the idea of a mentoring relationship progressing through the school year.

Organizational Constructs

There are numerous organizational issues that beg examination when a formal mentoring program is being developed for the public schools. The literature on business organizations (Collins & Porras, 1997; Kanter, 1983; Naisbitt & Aburdene, 1990; Pascale & Athos, 1981) contributed to the examination of the organizational aspects of public schools. Since the mentoring relationship in my study occurs in the physical and social environment of the public school, this next section reviews the literature that explores an organizational framework, specifically, public school leadership and the organizational supports needed for the implementation of a mentoring program. The work of Glickman, Sergiovanni, and Fullan are of particular significance to this study.

Organizational Theories for Public Schools and their Application to the School District in my Study

In this section, I apply organizational theories to the district used in my study. I specifically apply the theories on innovations and leadership, link them to current studies on mentoring, and discuss implications for the development of the mentoring program.

Historically, the organizational hierarchy of public schools has held a superintendent of the school district at the apex of the organization. This person has functioned as the leader of the school organization, sometimes with an assistant who provided guidance as to curriculum and instructional issues. The administration of an individual school consisted of a building principal who oversaw the teachers and support staff of the building.

Sergiovanni (1992) describes a new model of organizational structure for public schools that does not embrace the top-down approach to leadership. Instead he suggests a structure where there is shared decision making, which he terms as “followership”.

Sergiovanni suggests that neither the "superintendent and principals, nor teachers and students are at the apex [of the organizational hierarchy. The apex] is reserved for ideas, values, and commitment which is at the heart of followership" (1992, p. 71). In “followership”, members of the organization, especially the employees, are self-starters who work toward a common set of ideas or goals (1992, p. 67). The leader, or superintendent, is described as one who follows first and sets the example for this shared leadership. The model of followership is an organizational framework that highlights the importance of an organizational culture that embraces innovation by empowering those who are implementing that innovation, such as a mentoring program. Ideally, the leader, in this case the superintendent, provides an organizational structure that enables all to participate in the success of the innovation.

A study by Carl Glickman (1993) describes an organization that embraces such a culture. Glickman studied schools as successful organizations. He found that “[s]uccessful schools are places where faculty members supervise and guide one another, plan courses together and work in coordination” (p. 17). Critical to the success of the innovation is an organizational culture that embraces the empowerment of all. In the Glickman study, “[f]aculty members, administrators, and others in successful schools have established norms of collegiality for discussing and debating the big questions about how to constantly renew and improve the educational environment for all students” (p. 17). All are working towards creating a vision of a successful school, ever mindful of the

outcomes for students. As Sergiovanni suggests and this study corroborates, in a successful school environment, individuals are encouraged to work in collaboration with one another, as they must in the implementation of a mentoring program.

The organizational culture that embraces innovation can be characterized as "becoming a purposeful community" (Sergiovanni, 1992, p. 72). The characteristics of this community are outlined in Sergiovanni's *Moral Leadership*. He believes schools "can become communities in many different forms" (p. 71). The following lists those forms:

- 1.) The first community is a caring community, where individuals are altruistic and committed to each other.
- 2.) The second community, the learning community, is where individuals are committed to the fact that all members of the community are learners.
- 3.) The third is a professional community where individuals continually strive to better themselves as professionals. Collegial communities are communities where members work collaboratively toward a common goal. Inclusive communities include all economic, religious, cultural, ethnic, and family characteristics into the culture of the school.
- 4.) Finally, inquiring communities consist of principals and teachers who commit themselves to using inquiry to solve problems in the school community. Each of these communities works in concert with each other to develop a purposeful community. The staff as a professional, collegial, caring community creates a rich environment to highlight the skills of all the members of the professional community. This community has a common goal or vision that binds the individuals to seek to solve problems as they occur (p. 71).

The public school district used in my study embraced many of these characteristics. In the development of core beliefs, not only had it allowed for the professionalization of teachers, it supported the common goal that a mentoring program should be a vital part of a caring and learning community. The district is dedicated to the lifelong learning of teachers and students and provides many professional development opportunities for teacher growth, including the mentor training program. Most

importantly, it has embraced the innovation of a formalized mentoring program by using the inquiring community of individuals to develop that program.

Theories on Innovation in Public School Districts

The decision to implement a mentoring program in this district came from the top-down, or state-mandated reform initiative (Education Reform Act, 1993). The implementation of the program occurred as a result of a law, but to date there has never been any form of accountability or assessment of the program. Fullan and Miles (1992) suggest that "[e]d reform will never be achieved until there is a significant increase in the number of people, leaders and other participants alike, who have come to internalize and habitually act on basic knowledge of how [implementation] occurs successfully" (p. 2). These authors suggest that individuals possess their own "personal maps of change" (p. 2), used as the way in which the innovation takes place. Because how the change or innovation occurs is personal to the individual, if one's personal map does not match another's, then there is a conflict. This conflict gives rise to a decrease in innovations reaching implementation because individuals are not working in collaboration. This collaboration, or shared decision making, is essential to the success of the innovation.

It is prudent to note, however, that there are numerous public schools that do not embrace this form of shared leadership as previously described. Collaboration in some schools is at a minimum and the hierarchical structure of the school organization is one in which there is a top-down approach to innovation. There are instances in schools where it is not possible for a decision to be made that is collaborative.

In the case of mentoring programs, districts were told to develop a mentoring program for new teachers. Districts could choose different means of implementing the mentoring program. District administrators could develop and put into place a program

with no shared decision-making regarding the shape and scope of that program.

Conversely, a school district could also ask that the people who are directly impacted by the program, such as veteran teachers, new-to-the-district teachers, or building and district administration to design a program that meets the needs of all the constituents. The latter would be an example of shared decision making helping to produce an innovation.

Theories on Implementing a Mentoring Program

Critical to the development of a mentoring program are the steps taken toward implementation. Fullan (1991) suggests three broad phases to any innovation in a public school. The first phase is initiation, where the problem or idea is identified, the resources allocated, and a plan developed. In phase two, called implementation or initial use, the innovation is first attempted and put into practice. This phase lasts two to three years. The last phase is continuation, incorporation, or institutionalization. It is in this phase that the change is made part of the organization or discarded.

Fullan recognizes that there are numerous factors at each stage. The first is that change is not a linear process. An event in one phase can impact a previous decision or stage, which could then impact a subsequent stage. Two critical factors are the scope of the change and who initiated the change. Mindful of a collaborative approach to innovation, the initiation of the change must also be collaborative in nature.

Leadership Theories in the Implementation Process

The leadership of the organization plays a critical role in the implementation of a mentoring program or any new initiative. In order to initiate change, there needs to be a

"strong leadership with high motivation and involvement of teachers and long-term support for the change. This strong leadership must provide clear school-wide goals and a calm, physical environment with clear instructional objectives and measures. There also needs to be a shared purpose of beliefs with a collegiality that supports the improvement and structures- rules, policies and organizational arrangements. The effectiveness of the change also centers on the organization's ability to recognize and solve their own problems. . . The change must also be systemic, incorporate the three strategies in a new and broader context that extends to the community, the school district, the state educational agency, professional development institutions and national levels" (Sashkin & Ergemeir, p. 13).

The leadership in public schools takes two forms--the central district leadership, which is comprised of the Superintendent, Assistant Superintendent(s), Director of Human Resources; and the building leadership, which is comprised of the building principal and other administrators. Each has a distinct role in the mentoring program. The central district leadership embraces the innovation, defines the common goals with the local schools and how those goals influence their environment, and provides support for the program. The building leadership supports the implementation of the program within their individual schools. For systemic reform to be successful, the following three things are necessary; strong leadership, problem solving organizations, and systemic change (Sashkin & Ergemeir, p. 14).

These three ideas mesh with Fullan's phases of implementation, and Sergiovanni's steps for "purposing", where in order to become a purposeful community, the building principal must become an integral part of the implementation of the mentoring program. Sergiovanni describes the role of the leader, either the central district (the superintendent) or the building principal, as an interpersonal one where the leader develops a smooth path for human interaction, eases communications between and amongst individuals, fosters personal devotion, and allays anxieties amongst the staff

(1992). The principal of the school, as the professional and personal leader of the school, is an integral supporter of the program. The following table outlines the Sergiovanni's steps for purposing (1992, p. 74) and my application of these steps to the mentoring program.

Table 1
Sergiovanni's Steps for Purposing As Applied to a Mentoring Program
Steps for Purposing Application to the Mentoring Program

Say it	We are implementing a mentoring program
Model it	This is what we all agree it should look like and I will support it
Organize for it	These are the structures that are in place for the program- steering committee, mentor training, district meetings
Support it	What can I do to help?
Enforce it	Make sure it is happening and participants have what they need
Commend practices that exemplify core values	Celebrate what individuals are doing to make the mentoring program successful
Express outrage when practice violates core values	Discuss those individuals who do not support the program and assist them to see the relevance of it

Specific Studies of Organizational Theory as Applied to Public Schools

Mike Schmoker (1996), in *Results: The Key to Continuous School Improvement*, researched what factors allowed for school improvement. The first factor is meaningful teamwork; the second is clear, measurable goals; and the third is regular collection and analysis of performance data. These three foundations support Sergiovanni's "purposeful community" and Fullan's ideas for implementation of an innovation where there is feedback on what is occurring that informs what has happened. Schmoker also suggests that there needs to be an adjustment of performance "in light of the ongoing results" (p. 4). The process for implementation can be initiated, refined and analyzed, and reworked

before and during implementation. Since this study occurs during the process of formalizing a mentoring program, a study such as mine can lead to continuous improvement of mentoring programs. As the initiation progresses, individuals should refine their thinking. Coupled with clear goals and dedicated individuals, the result is continued school improvement, which parallels what Fullan calls continuation.

Wohlstetter (1997) studied schools and found that schools whose organizational conditions had high involvement of staff in the innovation led to improvement. "The presence of learning and integration processes in our actively restructuring schools led to the establishment of a more effective learning community composed of administrators and parents and students committed to continuously evaluating the restructuring process, learning from mistakes, and integrating changes as needed. Organizational conditions enabled more innovative teaching" (p. 210). Although this district did not consult with parents and students in this innovation, the organizational structure was problem-solving based as well as goal oriented.

Specific Studies of the Organizational Supports for Formal Mentoring Programs in Public Schools

In the literature, there are several references to how organizations support mentoring programs. This support could take the form of a collaborative environment to begin the process of implementing a mentoring program, or could involve the actual components of successful mentor-training models.

In their report for Wheelock College Collaborative Working Conference, *Mentoring and New Teachers: Reshaping the Teaching Profession in Massachusetts*, Kamii and Harris-Sharples (1988), suggest that the "advent of any major program brings with it changes in the way the affected organizations conduct business." (p. 3). They

acknowledge that all individuals in the organization need to take an active role in developing the mentor program and that designing the mentor training is a critical element of the program.

Fraser (1998) takes this idea one step further and suggests that those who do take a role in the development of the mentoring program understand the critical element of mentor, administrative, and other staff support for the beginning teacher. She also notes that it is important to provide opportunities for the professional growth of all in the mentoring process.

Gordon and Maxey (2000) include an Induction Team in the development of a mentoring program, much like Sergiovanni's "followership"; where there are school board members, the superintendent, the local education association, principals, mentors, central office supervisors, and other teachers collaborating on the mentoring program and providing a collegial approach to the innovation.

Culture of the School

The structure of the school organization creates a cultural framework that plays a pivotal role in the success of an innovation. Cox (1994), in *Cultural Diversity in Organizations*, suggests that organizations be created "in which members of all sociocultural perspectives can contribute and achieve to their full potential" (p. 225). In order to accomplish this, there is a need to identify the characteristics of the organization. Cox describes a monolithic organization as one in which white males are the majority. A plural organization is one that contains employees of different cultural backgrounds across the organizational levels and workgroups. Lastly, a multicultural organization contains many different cultural groups while it fosters and values cultural differences.

The public schools are a plural organization with mostly females as teachers, but there are different cultural groups represented.

In public schools, teachers' values and ideas must be addressed by the organizational hierarchy in order to effectively implement an innovation. The nature of relationships- their dependence and interdependence- is also a critical factor when initiating a change. My own study focuses on this often overlooked aspect of mentoring. The relationships of the individuals in the school need careful consideration; this being as important as looking at who is part of the hierarchy of the organizational structure, and how that impacts the teachers.

DeTomaso and Hooijberg (1996) suggest that within organizations, culture has been mostly about identifying attitudes, values and beliefs of individuals in the organizations, all of which have been constructed within the social environment of the group. DeTomaso and Hooijberg believe that people "act through social, political, and economic institutions that create, embed, and reproduce the inequality among people" (p. 164). When individuals are aware of the cultural and ethnic values and ideas the individuals within the organization hold, then planning the change is made with these values and ideas in mind. When leaders are discussing a change with innovation, there needs to be an understanding of the individuals who will to carry out that innovation. The values and beliefs of all individuals in the organization, as well as who they are in the organization, plays a significant role in implementing the innovation.

Implications for the Study of Mentoring

Theoretical models of successful public schools, characteristics of successful leaders, and components of implementing an innovation, inclusive of the change process

were presented in this section. Each aspect of the organization was shown to contribute to the success of an innovation. The following is a synopsis of how a mentoring program based on these ideas might be implemented.

An organizational structure that is a multi-unit hierarchy and one that embraces collaboration amongst individuals could become the basis for an optimum organizational culture that would support the implementation of a mentoring program. From the superintendent to the first year teacher, the organizational structure of the district must be one that allows for shared decision-making in the implementation of a program, such as a mentoring program, which would provide a basis for a clear vision of the program. All the individuals who would be a part of the innovation: veteran and new teachers, union representatives, building and district administration, school committee representatives, and PTO representatives should each have a part in the shared decision making for the mentoring program as it is developed and implemented. The district used for this study employed this type of multi-unit hierarchy.

Leadership is key to the development of the vision for the organization, as well as in the initiation and continuation of the innovation. Such leadership begins with a vision of a mentoring program that is articulated to the individuals in the organization. In the district used for this study, the central district leadership embraced the needed vision; but, as the analysis shows, the building principals needed to take a more active role in supporting the program (See Chapter 4, p. 65).

The organization must also embrace a climate for success and welcome change as a vehicle for growth. From the outset, a school organization would need to exhibit the characteristics of a group that believed a mentoring program would be successful and

would need to commit support for the implementation of such a program, as did the district used in this study.

Lastly, an organization must provide for the empowerment of individuals in the organization by providing information, resources and support for the mentoring program. Without this knowledge base, the participating individuals would not understand the mentoring program.

Most public schools do not possess a multi-unit organizational hierarchy. The superintendent may provide opportunities for collaboration or delegate projects to groups, but s/he is still at the apex of the organizational chart. Building principals do have some control over the values and ideas that each building supports. Ultimately though, they report to the superintendent who sets policy with the school committee. Teachers are the employees in the organization who provide for the education of students.

Sound organizational structures that empower the individuals within the school organization could lead to a well-developed mentoring program. In undertaking the task of mentoring, one needs to be mindful of the strategies that lead organizations from innovation to continuation.

Leadership is key to the success of not only the mentoring program, but all innovations. Sergiovanni (1992) reminds us that the public schools need to become caring, collegial communities that embrace learning through a professional, inquiring, inclusive community. All this is accomplished within a culture and climate that embraces innovation and empowerment, which would then set the stage for a successful implementation of a mentoring program. Given the emphasis upon community,

consensus, and relationships in the organizational literature, the use of a model that calls attention to the personal, relational aspects of mentoring seems all the more salient.

The research methods for this study were qualitatively based, which provided the opportunity to listen to participants' voices as they progressed through the mentoring relationship and to explore the conditions of that relationship from the participants' perspectives. As a result of my research, I gained insight into the complexities of the mentor/protégé relationship and its support of the new teacher. Since the ultimate goal of mentoring is the retention of new teachers, which leads to constancy in staff and opportunities for long term systemic change within a school district, this study is particularly important at this time.

In order to get to the essence of the mentoring relationship and address the original research question, *"How can an understanding of both the mentoring relationship and its organizational supports, as perceived by the participants, help to inform mentoring programs in public schools?"*, I focused on what the participants in the relationship experienced and how they interpreted that experience. Through the use of open-ended surveys and interviews, I documented what the mentors and protégés knew and how they interpreted what they knew with regard to the mentoring relationship.

The use of a phenomenological approach, that of participant observer (Ely, 1991), allowed me to study mentoring relationships in depth with a focus on detail. I maintained the dual roles of participating in the mentoring program from the inside and watching and observing the program from the outside. In my role as mentor trainer, I was a privileged observer in that I was known and trusted in this research environment, and I was given access to district and building information about the program. As participant observer, I kept anecdotal records of my experiences with the mentors and distributed surveys and conducted interviews, which gave me a rich description of the "life situation" of the

participants in the mentoring relationship. Thus, there were many opportunities to see the mentors and protégés in their natural setting. I analyzed the data collected through the surveys and interviews and identified common themes.

Research Setting

In 1998, the suburban district used in this study initiated a formalized mentoring program, which was developed by a steering committee whose members were chosen by the district Director of Human Resources. The steering committee was comprised of veteran teachers, new-to-the-district teachers, building principals, representatives of the local teachers union, and district administrators.

Since the district employs 700 teachers and serves 8000 students, it has a significant new teacher population. For the school year 1998-1999, there were 107 new teachers hired and ninety mentors trained; for the 1999-2000 school year, 107 new teachers were hired and sixty mentors trained. An attempt was made to pair each new teacher with a mentor, using the pool of mentors trained during 1998 and 1999. This study was conducted with the mentors from the 1999-2000 school year.

The development of the mentoring program included mentor training for all mentors. Teachers volunteered to mentor and chose from two training options. The first option included a \$500.00 stipend and a one-graduate credit mentor-training course. The second option included a \$250.00 stipend, the one-graduate credit mentor-training course, and a three-graduate credit course that included readings and other additional course work. The program included a pairing process, where mentors were matched to new teachers or protégés using a list of factors, which included grade level, proximity to the new teacher's classroom, and content area taught. There was a stipulation included in this

program that if the mentoring relationship did not work for either participant, the relationship could be dissolved in a professional manner. The protégés were not afforded any formal district-based training to assist them as they began this relationship. The existence of a supportive structure for the mentors must be noted as a potentially positive influence in the mentoring program.

The Study Participants and Recruitment

As facilitator of the mentor training, I elicited the approval of the central district administration to survey the fifty mentors enrolled in the 1999 training and their protégés as part of my study. I also surveyed thirteen building principals to elicit their perceptions of the mentoring program. These surveys will be discussed at length in the following section.

For the five interviews of mentor/protégé pairs, mentors volunteered to participate, and in so doing, volunteered their protégés. The interview procedures are discussed in a later section.

Research Methods

Seidman (1998) suggests that “research interests have many levels, and as a result multiple methods may be appropriate” (p. 5). Because my intent was to gain an understanding of the mentoring relationship from several perspectives, the research design for my study was complex. Over the 1999-2000, nine-month school year, I used surveys, interviews, and archival evidence coupled with participant observation as data collection tools.

Surveys were piloted during the 1998-1999 school year and served to inform the development of the 1999-2000 school year surveys. These were then used in the data collection for this study.

As the data collection progressed, I realized the importance of identifying the mentor/protégé pairs, so that I could investigate how pairs functioned in relation to one another. Therefore, my analysis included only those surveys that were distributed to mentor/protégé pairs, with the other surveys used to augment my understanding of the relationship. In the next section, I first explain what I term individual survey procedures, surveys in which I could not identify mentor/protege pairs. Then I review the surveys of mentor/protégé pairs. Lastly, I will discuss the procedural aspects of the interviews.

It is important to note that the survey respondents for this study were termed “knowledgeable informants” (Glesne & Peshkin, 1992, p.66). This provided a unique perspective of the mentoring relationship. Responses were anonymous and reflected the time and effort that individuals were able to give. The responses to these surveys allowed the opportunity to both hear the voices of the participants through their responses and to examine and analyze the meaning that this experience had for them (Seidman, 1998). Furthermore, the survey responses provided an initial framework for understanding the mentoring relationship, which I then used as a guide to develop interview questions.

Individual Survey Procedures

Fifty protégés received the same *Evaluation of the Mentoring Program by Teachers New to the District* survey in October, 1999 and again in March, 2000 (See Appendix B). I distributed surveys to each new teacher through the interoffice mail. Protégés returned surveys to the personnel office in a sealed envelope. The surveys

documented what the protégés felt they needed during the first few months of school and then again at the end of the school year. The purpose of the survey was two-fold. The first purpose was for protégés to share information with the mentors about topics they considered important for mentoring sessions. The second purpose was for the mentors to decipher what protégés perceived as their critical needs. The results of these surveys were shared with mentors at the November and April training session. Mentors, in turn, used the results to inform their work with their protégés.

Fifty mentors received an *Evaluation of the Mentoring Program by Mentors* survey in December, 1999 and again in May, 2000 (See Appendix C). This evaluation survey assessed each mentor's ideas about how the relationship was developing, about the district and building administrative supports for the mentoring relationship, and feelings they had about the mentoring program. The results of this survey were shared with the district administration as well as the mentors. The district administration and the co-facilitators of the mentoring program used the results of all the surveys to assess how the mentoring program was functioning from an organizational perspective. For example, was the training adequate? Was there enough time set aside for mentors and protégés to meet? Additionally, I used the results of both surveys to look closely at relationship development as the mentors and protégés progressed through the school year.

Thirteen building principals received a separate *Evaluation of the Mentoring Program by Principals* survey in December, 1999 and May, 2000 (See Appendix D). Building principals were asked questions that assessed the impact of the mentoring relationship on the functions within a school building. The results of this survey were shared with the building principals and the district administration.

Table 2
Timetable of Surveys Distributed to Individuals

Date	Tool	Participants	Appendix
October 1999	Evaluation of the Mentoring Program by Teachers New to the District survey	50 protégés	B
December 1999	Evaluation of the Mentoring Program by Mentors survey	50 mentors	C
December 1999	Evaluation of the Mentoring Program by Principals survey	13 principals	D
March 2000	Evaluation of the Mentoring Program by Teachers New to the District survey	36 protégés	B
May 2000	Evaluation of the Mentoring Program by Mentors survey	36 mentors	C
May 2000	Evaluation of the Mentoring Program by Principals survey	13 principals	D

Procedures for Surveys Distributed to Mentor and Protégé Pairs

In October of 1999, mentors and protégés participated in a *Carousel Brainstorming Survey* (See Appendix A). As part of the one-credit mentor training, fifty mentor/protégé pairs came together to discuss the mentoring relationship by responding to seven survey questions. The questions addressed the participants' expectations for the relationship; the level of building and district support; and perceptions of how the mentoring relationship affects student learning. During this activity, the mentors and protégés were separated into two distinct groups. There were fourteen sheets of paper hung around the room, one set of seven for mentors, one set of seven for protégés. The group of fifty was further separated into seven groups of seven people in each group. Each group was given a colored marker and as a group, stood in front of one of the sheets of paper. One of the questions (see Appendix A) from the carousel survey was written at the top of each sheet. One recorder wrote group responses to the question on the sheet.

After three to four minutes, a whistle was blown, and the participants shifted to the next sheet, where the group responded to a new question from the survey. This was repeated until all of the groups had completed a round and were back to their original question. Finally, the mentors, protégés and facilitators discussed the responses to the carousel survey questions.

In January, 2000 and May, 2000, the same *Mentor/Protégé Pairs Survey* (See Appendix E) was distributed to the cadre of fifty trained mentors paired with fifty protégés in January and thirty-six mentor/protégé pairs in May. (These numbers reflect the number of participants in the mentor-training course at this juncture.) In order to gain specific insight into the mentor and protégé's voices regarding the mentor/protégé relationship, I distributed this separate survey, coded to note mentor/protégé pairs, to each participant. For example a mentor/protégé pair received survey M1 and P1, M2 and P2, etc. This survey was distributed twice during the school year in order to get perspectives on the relationship as it developed over time.

The questions on the *Mentor/Protégé Pairs Surveys* were identical so that I could obtain information from both participants about key factors in the mentoring relationship. The content of the surveys consisted of questions that addressed how the relationship began, how it was developing, and the effects of the mentor training and mentoring program on the mentor/protégé relationship. Responses to this survey were used to develop interview questions.

Table 3
Timetable of Surveys Distributed to Mentor/Protégé Pairs

Date	Tool	Participants	Appendix
October, 1999	Carousel Brainstorming Survey	50 mentor/protégé pairs	A
January, 2000	Mentor/Protégé Pairs Survey	50 mentor/protégé pairs	E
May, 2000	Mentor/Protégé Pairs Survey	36 mentor/protégé pairs	E

Interview Procedures

Glesne and Peshkin (1992) perceive interviewing as “a more formal, orderly process that you direct to a range of intentions: you ask about that which you cannot see or can no longer see” (p. 64). In this study, I was interested in how mentors and protégés make meaning out of their relationship, so interviewing each of them was the best vehicle for gaining “their” perspective, to see what I may not have been able to see. Therefore, individual interviews were conducted with five mentors and five protégés.

Interview questions were developed to further probe responses from the surveys. I defined the areas for exploration in the interviews by developing an interview guide (Weiss, 1994), which helped focus my questions during the interviews. The guide also enabled me to hear mentor and protégé voices on the topics discussed. The guide allowed me to build on what the participants said and to ask questions within the flow of the interview that addressed my focus areas. (See Sample Interview Guide, Appendix F).

Confidentiality

I was cognizant of the confidentiality that existed between the mentors and protégés and was aware that by interviewing both participants I could be treading into an area of confidentiality, risking that I might not hear the truth about the relationship. Therefore, the interviews were conducted after the school year ended since the formal relationship had been completed, and the mentors and protégés were able to be open to

discussing the intricacies of the relationship. I also recognized that some of the pairs would continue an informal relationship. I conducted ten one-hour individual interviews with a small sample of 5 mentor/protégé pairs. These interviews were analyzed to assess common themes and patterns across experiences.

Each participant was assured that I would protect their anonymity by deleting all reference to names and places. So, in the analysis of the interview data, only I “knew” who said what. Participants in the research study were assured that I had no hidden agenda and that my motives for conducting this research were truly to gain an insight into mentoring relationships (See Informed Consent Form, Appendix G).

In addition, I am also one of the trainers for mentors within the district and this could have been viewed by mentors as evaluative. Therefore, I presented the research process as an opportunity for me to learn about the mentor/protégé relationship and not to gain personal knowledge of the participants. Their identities remained anonymous. Since I was close to the mentors, I was able to identify nuances and recognize the culture of the district as I analyzed the data obtained from the research.

Table 4
Interview participants

Pair	Mentor	Protégé
Pair one	Female	Female
Pair two	Female	Male
Pair three	Male	Male
Pair four	Female	Female
Pair five	Female	Female

Archival Evidence

Archival evidence was collected through two sources. The first took the form of double entry notes written by mentors in response to chapter readings (Porter, 1998).

These responses were written in mentor dialogue journals and were used to further

support my impressions from the surveys, but were not analyzed. In the journals, mentors responded to issues that were discussed in the book *Mentoring New Teachers* by Hal Porter (1998). The entries were collected anonymously during the three-credit mentoring course and coded according to the patterns set by the surveys and interviews.

The second source of archival evidence consisted of mentor written responses to mentoring case studies presented in the graduate course. These were collected to further my understanding of the mentoring relationship. The archival data served only to confirm my ideas. Thus it is important to note that I do not reference the journal entries or the written responses to case studies in the findings chapter as I realized a rich data source in the surveys and interviews.

Methodology As It Relates To The Literature: Conceptual Context

There are certain factors that affect the mentor relationship. As stated in the literature review, I used existing theory and research and the results of pilot studies and preliminary research to develop a tentative theoretical conceptual framework within which to study mentoring relationships (See Appendix H). This relational model contains many ideas to be studied and includes key factors and concepts.

First, a relational model for studying mentoring relationship was used to decipher the interactions of the mentor/protégé relationship (See Appendix H), specifically the elements of *empathy*, *mutual empathy*, *empowerment*, and *the model of mutual intersubjectivity*.

In addition to this relational model, organizational theory helped me to understand the impact of the school organization on the mentor/protégé relationship (Fullan, 1991, Sergiovanni, 1992). In the surveys and during the interviews, participants were asked

about organizational supports to the mentoring relationship. These responses were used to analyze how the organizational structure and culture impacted the mentoring relationship and were shared with district administration. These responses could positively or negatively impact the functioning of the mentoring program if the district administration acted on any of the suggestions of the mentors, protégés, or building principals.

Researcher Bias and Blindspots

Researchers come to qualitative research with previous experience and knowledge and thus view data through the lenses they have at their disposal at any given time. It is important to acknowledge researcher biases and blindspots.

As stated previously, the research model for this study was researcher as participant observer. I was a trainer in the mentoring program and also observed the mentoring process and relationships. My participation in the mentoring program and process was a strength and a pitfall.

In addition to serving as mentor-trainer, I served on the steering committee that developed the mentoring program, and it is possible that I wished to see the program successful. I work in the public school setting used in this study and may have experienced difficulties stemming from being a researcher on the inside, as I had invested my efforts in the program. Participants could have viewed my role as one of internal reporter, and they may not have felt comfortable sharing their perceptions on the relationship or the program.

I also needed to be aware of the conditions and interactions between the mentors and protégés and be mindful of the confidentiality of this relationship. This awareness

was paramount as I endeavored to hear participant voices as they discussed their relationship development.

Undue Influence of Stakeholders

There were several stakeholders within this public school setting that influenced the study. The district administration, although they had given approval for the study, could have possessed a vested interest in seeing the program as successful. The administration funds the program through the school budget and wanted to see new teachers retained in order to diminish the need to hire new staff each year.

Building principals were critical elements in this research process because they oversaw the functioning within their buildings. Principals provided support for the mentor/protégé meetings and scheduled the time it took for the relationship to develop. Many of the mentors in the pilot study suggested that they did not have time for meetings and stated that the building principal needed to have a more active role in providing time for the mentoring relationship. In addition, building principals could hold the success of the mentoring relationship as key to teacher success within their building, thus putting some pressure on the mentors and protégés to be successful. The principals might also see themselves as being blamed if the mentoring program is unsuccessful. All of these factors could impact the research study from an organizational perspective, in that the organizational structures of central administration and building administration are key to the success of the program. I decided to report any finding of this sort to stakeholders, anonymously, so as to protect the participants in the relationship.

Data Analysis

In order to find meaning in the data, the surveys and interviews were analyzed and "direct quotations from individuals about their experiences, attitudes, beliefs, and thoughts" (Fullan, 1991, p, 187) on the mentoring relationship were extrapolated and coded by theme or pattern. I created categories from the data that "trigger[ed] construction of a conceptual scheme that suit[ed] the data" (Ely, Vinz, Downing, & Anzul, 1997, p. 80). The quotations were put into these categories, coded, and emergent themes noted.

This process, one that Miles and Huberman term "data reduction" (p. 12), was where I selected, simplified and focused the data. I constructed meaning from the data while noting patterns and themes as they emerged that could be directly linked to the themes as outlined in the model for analysis. I then developed conclusions, which were based on these themes, but I remained "open" to other possibilities as I progressed through the data analysis.

The quotations selected were relevant to mentor relationship development and organizational supports for the relationship and were used to gain an understanding of the mentor and protégé experiences. The data was collected as a narrative without "attempting to fit institutional activities or peoples' experiences into predetermined, standardized categories such as the response choice(s) that comprise typical questionnaires or test(s). In essence, the qualitative evaluator must get close enough to the people and situation being studied to be able to understand the depth and details of what goes on" (Fullan, 1991, p. 187). By analyzing each response and searching for

themes that emerged, I was able to gain a greater understanding of the complexities of the mentoring relationship.

Validity

In order for this study to be considered valid, I provided numerous opportunities for data collection as well as data analysis. The validity of this study was based upon looking for patterns that emerged repeatedly from the survey and interview data. The data represented the participants' perspectives, their truths. As Patton stated, these perspectives can be informative and the patterns lend face validity, or a consistency across the stories to the study (Patton, 1990). The patterns within a set of surveys, and then in the interviews, gives face validity to the analysis.

In essence, the participants' stories have a face validity that contains a level of detail that cannot be made up. I needed to get to what the participants believed was important in the mentoring relationship. The research design I used provided an opportunity for a triangulation of sources. Patton (1990) describes this triangulation of sources as a means of "comparing and cross-checking the consistency of information derived at different times and by different means within qualitative methods" (p. 467). Since this research study used surveys and interviews to validate the study, I was able to accomplish what Maxwell (1996) refers to as "the collection of information from a diverse range of individuals and settings using a variety of methods" (p. 75). The open-ended surveys I used were distributed over time, from October to May, and provided a solid glimpse of the mentoring relationship. I compared and analyzed survey and interview data, checked for the consistency of what people said about the same things

over time, and compared the perspective of people from different points of view-protégés and mentors (Patton, 1990, p. 469).

Limitations to the Study

The first limitation to this study was that the surveys were distributed to fifty mentor/protégé pairs who were participating in the mentor training program, thus the survey was not a not a random sampling. The interviews were more in-depth, with a small sample of five mentor/protégé pairs, who volunteered to be interviewed, and therefore were not necessarily a representative sample.

Secondly, in this study, I own the data and derived the knowledge from it. I must be cognizant of any stakeholders' interest in what is written as well as conflicts that may have arisen. The process of data analysis was not influenced by what I thought the stakeholders, building and district administration would perceive as controversial. I was careful to protect the anonymity of the mentors and protégés but still represent their ideas in my analysis, regardless of whether the administration would “approve”. For instance, if mentors did not feel emotionally supported by the principal, I reported that in my findings though it may be construed as controversial.

Cultural Implications

Inherent in any study are cultural biases that surface due to interviewer or interviewee characteristics. Kaschak (1992) defines culture as a “framework of values and beliefs and a means of organizing experiences” (p. 30). The cultural implications for this study are twofold. The first consideration concerns my cultural framework as a researcher and the second concerns the cultural framework of the mentor and protégé and how that impacts the mentoring relationship.

Cultural Framework of the Researcher

I was mindful of my own cultural background regarding any social or economic factors that could inhibit the participants from feeling comfortable in the research process. I am a middle class, white female from the dominant culture who surveyed and interviewed mentors. I acknowledged my own sociocultural lenses as I embarked on this research.

Because I acted as participant observer it was important for me to be aware of my cultural biases and frameworks. Faithorn (1992) suggests that the participant observer highlight the “importance of self-reflection and critique regarding one’s own cultural understanding” (p. 23). In order to accomplish self-reflect, I sought to understand my involvement in the program and stood back to critically examine what I had heard and seen. As a researcher, I had what Faithorn describes as a “detached involvement” where there is a “balance between empathetic involvement and disciplined detachment” (p. 20). In order to obtain this detached involvement, I first kept in perspective the theoretical framework of the research and the goals of that research; second, my own personal goals and styles, and third, the constraints of the culture of the program.

During the interview process, I attempted to address the sociocultural aspects of the mentoring relationship, specifically issues of culture, ethnicity, age, and background and experience of individuals, through the interview questions (See Appendix E). I am not sure I was successful in this realm, but I made every effort.

Cultural Framework of the Participants in the Research

One important part of the mentor’s interaction with the protégé concerned the issue of power. The mentor has knowledge that she will pass along to the protégé. Lather (1991) alludes to the link between knowledge and power by stating that “[W]e must shift

the role of critical intellectuals from being universalizing spokespersons” (p. ix) for all peoples. Mentors possess knowledge and could function as critical intellectuals, but they cannot perceive themselves as being a universalizing spokesperson for all educators. The mentor needs to be aware of the “truths” he/she believes and not perceive these as the absolute truths. Although Lather’s quotation is in the context of her perception of minorities as marginalized, I think her ideas carry over to the protégé, who could be marginalized by the mentor.

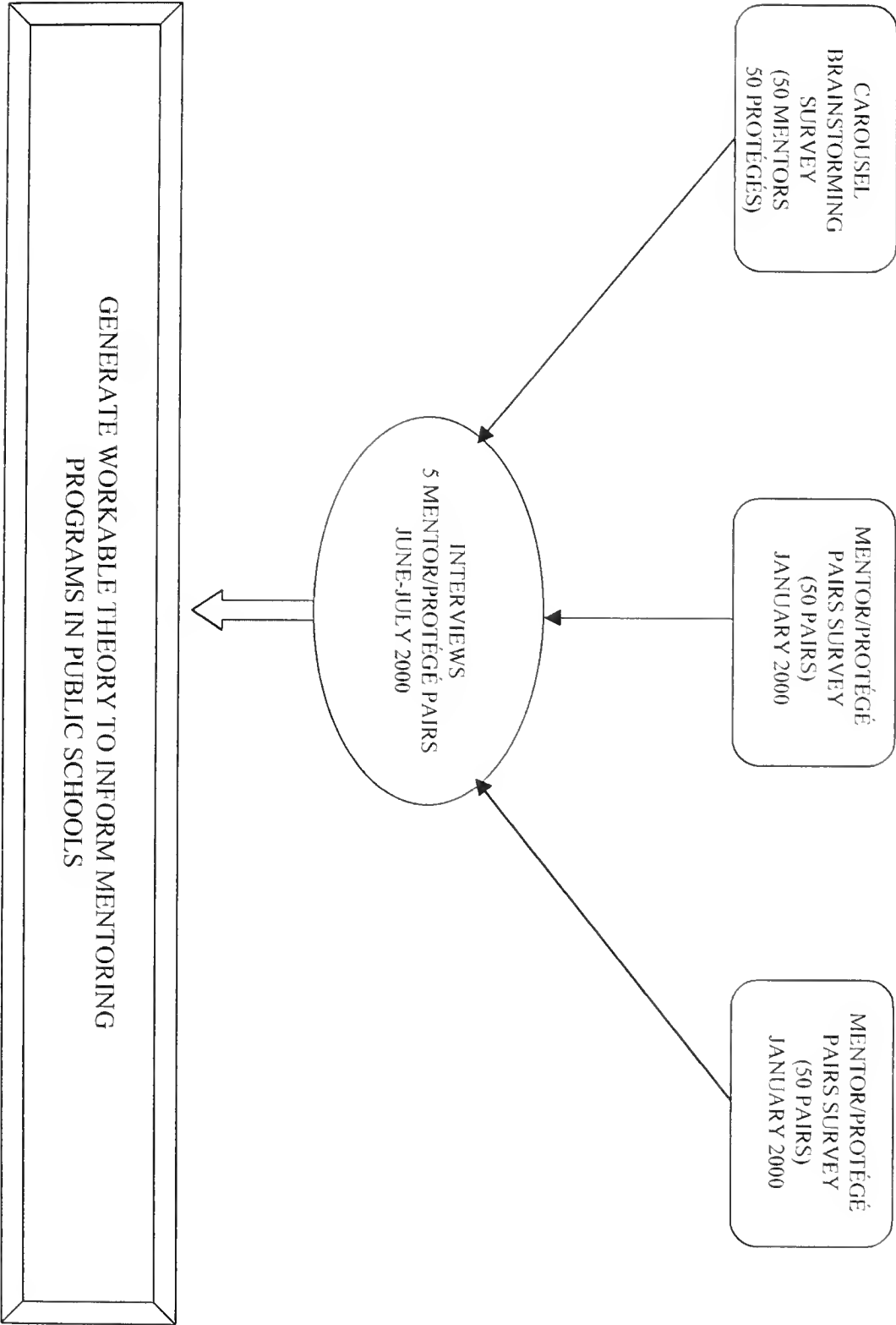
The mentor and protégé “need to gain an awareness of each other by sharing views and perspectives on [their] personal histories and consider their impact on our evolving connections” (Coll, Cook-Nobles, & Surrey, in Jordan, 1997, p. 181). The development of the mentoring relationship should afford mentors and protégés opportunities to learn about each other and to share and celebrate their culture in order to establish a relationship where power is not the root of the relationship. If mutuality is found, mentors and protégés may not need to worry about issues of power within the mentoring relationship. However, they still might need to deal with issues of power as related to their status in the school district. The building principal and district administration do hold power over the mentors and protégés and they must learn to deal with that power.

The mentor can hold power over the protégé. Lather states that teachers in particular need to “problematize areas of consensus belief, grounded in the habitual thinking of the past” (p. 75). The mentor is in a position of power over the protégé in that he/she is providing the framework for the protégé to become a member of the school community and culture. Within this research study, not only was I cognizant of the

dominant culture of middle class, white females; I was aware of the power the mentor could hold over the protégé and how the mentor could use that power.

We are not always aware of the biases we bring to a situation. During the study, I was aware of my own sociocultural perspective and was open when interacting with others. The critical component of the cultural study of the mentoring relationship in this study is that my research begins to address how world-views, attitudes and needs influence the mentoring relationship. Therefore, throughout the study, I strove to be ever cognizant of my cultural lens, the mentor's cultural lens, and the lens of the protégé as all three interrelated to inform the study.

RESEARCH DESIGN



The data analysis of this project was as complicated as was the topic of mentoring relationships. As I collected and analyzed the data, I noticed the richness of the responses from the tools used to survey both protégés and mentors.

Based on the relational model discussed in the literature review chapter (See Appendix H), the data analysis was compared to the following relational constructs, in particular: *empathy, mutual empathy, empowerment and the model of mutual intersubjectivity* (Jordan, et al, 1991), coupled with Rowley's (1999) qualities of mentors. For organizational data analysis I used the constructs of Sergiovanni (1992) and Fullan (1991).

I reviewed the surveys and interviews and uncovered common themes. My research focused on the relationships that I was able to document, and does not necessarily reflect all mentoring relationships and/or a desired progression of these interactions.

In the following sections, I analyze the surveys and interviews and look at themes across the nine-month relationship; specifically (1) qualities of the mentor and/or protégé, (2) activities that help to fulfill the role of mentor, (3) the impact of organizational issues, and (4) reflections on the mentoring relationship.

Analysis of the Surveys

The Carousel Brainstorm Survey- Initiating the Relationship

It is important to note that because this survey was conducted with small groups in a public setting, the responses may not reflect the full disclosure of the participants. However, the activity served to build a sense of community with the mentors, protégés and facilitators and focused the discussion on the mentoring process. The research results were used to inform the mentor-training program.

Findings were grouped into four themes: qualities identified by the mentors and protégés, activities that helped to fulfill the role of mentor, the impact of organizational influences, and reflections on the mentoring relationship. It is important to acknowledge that the questions were framed around these themes as my intent was to hear the voices of the participants relative to these topics, and then to analyze what those responses meant within the mentoring relationship. Each category will be presented along with references to the theoretical constructs upon which the analysis was based. The theoretical constructs of *empathy*, *mutual empathy*, *empowerment*, and *the model of mutual intersubjectivity* (Jordan, et al, 1991) will be presented in italics along with the qualities of mentors as outlined by Rowley (1999): *(1) being committed to the role of mentor, (2) being accepting of the beginning teacher, (3) being effective in an interpersonal context, (4) being skilled at providing instructional supports, and (5) being a model of a continuous learner.*

Some Qualities Identified by the Mentors and/or Protégés-- Initiating the Relationship

One question in the carousel brainstorming survey asked: “What is the role of the mentor in the relationship?” I noted that in order to fulfill the role of mentor, an individual must have certain qualities and perform certain activities. I am using the term ‘qualities’ purposefully as “qualities are ingredients in our own humanity, to which contents and methods are adjunct. We must draw them from ourselves, identify, develop, and then apply them” (Banner & Cannon, 1997, p.2). Therefore, I divided the responses into two categories: qualities of mentors and protégés, and activities that help to fulfill the role of mentor.

Some of the responses that reflected some qualities of mentors were:

How Mentors Viewed Their Role	How Protégés Viewed the Role of the Mentor
<ul style="list-style-type: none"> • to guide • to listen • to encourage • to make the mentee feel comfortable • to make self available • to act as a therapist • to use mind-reader empathy • to be competent 	<ul style="list-style-type: none"> • to be a good listener • to be a shoulder to cry on • to be someone on the side of the mentee • to make sure that information between the mentor and protégé remained confidential • to be very supportive • to listen to my concerns

The mentor's responses reflected some qualities that assisted them as they initiated their relationship with the protégé. At the beginning of the relationship, the mentor had to build trust and confidence so that the protégé felt comfortable with the mentor. The affective nature of the language used suggests mentors are trying to get in touch with what the protégés are feeling and what they need emotionally so that they can become part of the school community. The mentors described themselves as being *empathic* (Jordan, et al) towards the protégés. They also showed that they understood the *interpersonal context of the relationship and provided a supportive environment for the protégé*, qualities that are identified by Rowley.

The way in which protégés viewed the mentoring role supported the idea that the mentors' qualities contributed to relationship building, where the mentor cued into the emotional aspects of the protégé by listening, and by making sure the protégé got what he/she needed; in other words *empathizing* (Jordan, et al) with the protégé. This correlates with Rowley's quality where the mentor is *identifying with the protégé on an interpersonal level*, which assists in building trust in the relationship. The participants in

this brainstorm activity expressed an understanding of mentoring that corresponded to the affective qualities noted by both Jordan and Rowley.

Some Activities that Helped to Fulfill the Role of Mentor- Initiating the Relationship

The language of the participants responses included some activities that they perceived to be helpful when asked: What is the role of the **mentor** in the mentoring relationship?

Mentor's Responses on Mentor Activities Protégé's Responses on Mentor Activities

<ul style="list-style-type: none"> • to acquaint mentee with school department and building protocol • to understand grade level/department procedures • to be a problem-solver • to provide overall support 	<ul style="list-style-type: none"> • to prepare the mentee for upcoming meetings and events • to offer lesson plan suggestions • to provide details on administrative procedures and housekeeping • to be available for questions • to get to know the school staff, where to get things • to find out about the nuts and bolts of how the school is run • to provide professional support • to answer questions about daily routines • to provide a connection to the veteran staff • to give advice in various areas • made me feel comfortable, competent, that I wasn't alone • to help me with relationships with other teachers • to give me the "scoop" on places, people, plans in the school district • to help me set up my room
--	--

These responses reflected the "nuts and bolts" aspects of the relationship where the mentor helps the protégé at the beginning of the school year as she begins to fulfill her new role of teacher. These activities also show mentors exhibiting *empathy* by *being*

committed to the relationship, a provider of instructional supports, and accepting of the beginning teacher in response to the needs of the protégé with regard to building level topics and day-to-day classroom activities. An interesting note is that the protégés had more activities listed- this is a reflection of what the protégés are feeling and need at this time.

Mentors and protégés were both asked: What is the role of the protégé in the mentoring relationship?

The responses reported:

Mentor's View of Protégé's Role

Protégé's View of Their Own Role

<ul style="list-style-type: none"> • to be open and willing to ask questions • to not be afraid to ask questions • to be ready, willing and able, and not overly dependent • to be receptive and engaged • to share valuable information with the mentor • to use the mentor as a starting point and go from there 	<ul style="list-style-type: none"> • to be open with the mentor • to use the mentor as a resource • to ask for clarification • to be independent-mentor shouldn't do things for them
--	--

These responses indicate that mentors wanted to make sure their protégés accessed them and used them as resources. The way the mentors described the protégé's roles reflected their *empathic* approach to the protégé. Mentors wanted to guide the protégés and listen to their needs; mentors sought to identify with what the protégé was feeling at beginning point in the relationship; and finally, mentors sought to develop a relationship with the protégé that was supportive. Most importantly, they reported that they wanted the protégés to advocate for themselves. Protégés reported that they were willing to work towards developing a relationship and they understood that they needed to access the mentors effectively.

Summary of Responses Regarding Some Qualities and Activities- Initiating the Relationship

Both groups identified some qualities and activities that reflected *empathy* as defined by Jordan, et al, (1991) and the qualities of being *committed, being accepting of the beginning teacher, and being effective in an interpersonal context* as outlined by Rowley. Additionally, the responses reflect the *model of mutual intersubjectivity*, in that mentors expressed an interest in the protégé and were aware of the protégé's cognitive and emotional needs. Mentors reported a willingness to share their thoughts and feelings and open themselves to the protégés.

Organizational Influences- Initiating the Relationship

Specific responses to the Carousel Brainstorming Survey addressed organizational and program issues as they influenced the mentoring relationship. Two basic themes emerged from the participants: the importance of pairing and principal support.

Pairing

The following is a sample of what participants said with regard to pairing:

Mentor's View of Pairing Issues

Protégé's View of Pairing Issues

<ul style="list-style-type: none"> paired with my protégé after the school year began wished he [principal] had assigned protégé sooner (last week) 	<ul style="list-style-type: none"> wished someone had let us know we had a mentor thought the qualities of mentor should be explained and that there should be mention of the program
---	---

Unfortunately, the district's mentoring handbook (See Appendix J) contained no formalized program to educate protégés regarding the mentoring relationship. This finding supports Sergiovanni's (1992) idea, that if an innovation is to be successful, all needed to share the common goal of a mentoring program. In this district, all individuals need to have information about the innovation. Despite the fact that the district used a

good procedure to set up the program, the protégés noted that their familiarity with the program needed to be addressed- something that did not seem to be in place in this district according to the protégés.

Principal support for the mentoring program

Many mentor responses indicated positive principal support of the mentoring relationship. Some sample responses by participants concerning their principal's support were:

Mentor's View of the Principal's Support Protégé's View of the Principal's Support

<ul style="list-style-type: none"> • scheduled lunch together • asked me to take my protégé and offered subs for the two of us to meet • gave common planning time • gave mentors time to meet together during the day • decreased duties to allow more time together 	<ul style="list-style-type: none"> • acted in support of the mentoring relationship • gave same planning time • assigned the mentors • asked how the mentoring program was going • acknowledged the mentoring program in the school, conducted individual check-ins with the protégés
--	--

From the mentors' perspective, these initial activities conducted by the principal at the beginning of the school year supported the initiation of the mentoring relationship, and indicates that principals as leaders were aware of the building-based support needed for this innovation to succeed (Fullan, 1991).

Both of these organizational issues, pairing and principal support, were building-based in nature, and were perceived by both the mentors and protégés to be dealt with by the principal. Both mentioned positive and negative aspects and brought to light issues that dealt with time, the pairing process, and knowledge of the mentoring program. It is important to note that when the leadership does not support the program (Sergiovanni, 1992), it suffers.

Reflections on the Mentoring Relationship- Initiating the Relationship

The individual responses to the carousel brainstorming surveys conducted in October provided a glimpse of how the mentoring relationship was developing after nearly two months. Mentors commented on both the relationship and their own teaching and stated that the mentoring relationship had:

- renewed my enthusiasm for the job
- reminded me of my (former) idealism
- made you re-evaluate what you're doing
- fostered collegiality
- got creative juices flowing
- helped us think about how we teach
- helped us make new friends

These responses demonstrate mentors reflecting on their own jobs and life situations and showing a new perspective developing regarding their interaction with the protégé based on what the mentor already knew. Mentors' ability to be reflective shows their connection to being a *lifelong learner* (Rowley), where mentors accurately respond to the needs of the protégé even if it means they must evaluate their own practices to do so. By sharing ideas and thoughts with the protégé, mentors are exhibiting the element of *empathy*.

Summary of Carousel Brainstorming Activity-Initiating the Relationship

In summary, the responses of the mentors and proteges support Rowley's definition of qualities that are exhibited at the initiation of the relationship- *understanding the interpersonal context of the relationship, being a lifelong learner, and being committed to and accepting of the protégé* (Rowley). These responses also support the idea that the empathic interaction between the mentor and protégé is valued by these individuals. The language used in the responses not only reflects the elements of

relational development, specifically *empathy*, but also the *model of mutual intersubjectivity*, which would view mentors as interested in and empathizing with the protégés. These responses confirmed the idea that personal interactions and *empathy* are valued and, therefore, are supported by the relational model. Additionally, the responses concerning the need for principal support deal with the organizational constructs of leadership as an important component in the initiation of an innovation.

Mentor/Protégé Pairs Survey- First Distributed in January, 2000- Sustaining the Relationship

One hundred Mentor/Protégé Pairs Surveys were distributed in January 2000, four months into the relationship, with a seventy-two percent return rate. The respondents were part of the same sample that participated in the initial Carousel Brainstorming Survey in October. It is important to note that these surveys were completed individually, and returned to me in a sealed envelope so the mentor did not know the protégé's responses and vice-versa. The questions addressed the range of activities in the relationship, but more importantly, focused on the relationship itself. Questions were framed around the mentor/protégé roles in the relationship (professional and emotional), how the relationship met participants' expectations, and if there were any benefits, and/or successes, in the relationship. Because this survey was conducted four months into the mentoring relationship, or half-way through the school year, the responses are a reflection of the mentoring relationship at that time.

The responses were analyzed using the same categories as in the carousel brainstorming activity. The categories were: (1) qualities of the mentor and/or protégé, (2) activities that help to fulfill the role, (3) organizational and program implications, and

(4) reflections on the relationship. It is important to note that it was often difficult to distinguish qualities and activities in the data.

Some Qualities Identified by the Mentor and/or Protégé- Sustaining the Relationship

The findings were examined according to the pairs' responses. The following represents the opinions of a majority of respondents. One idea emerged suggesting there was an emotional support provided within the relationship.

How Mentors Viewed Their Role

How Protégés Viewed the Mentor's Role

Pair one:

"I provided emotional support dealing with handicapped children; curriculum."	"[She] let me know someone was always available if I needed support."
---	---

Pair two:

"There was camaraderie – friendship – respect."	"Knowing what person to go to with routine or confidential questions was important."
---	--

Pair three:

"There was a sharing – intentional time aside for that purpose."	"I know there is someone I can go to for advice on how to handle difficult situations, procedures, teaching tips, etc."
--	---

Pair four:

"I enjoyed watching a new teacher become better and better."	"The feeling that I am not alone. By sharing her experiences my mentor has helped me to see that most of what I am feeling is very natural and typical."
--	--

In these pairs, responses indicated the mentors provided emotional support in developing a *mutually empathic* relationship with their protégés. They mentors were valuing the *process of knowing , respecting, and enhancing the growth of the protégé (mutual intersubjectivity)*. These responses highlight the mentors' commitment to the protégé. The protégés reported that they felt the mentors were *empathic* toward them. The mentors exhibited the qualities of *being effective in the interpersonal context of the relationship, being committed, and accepting of the beginning teacher*.

Some Activities that Helped to Fulfill the Role of Mentor- Sustaining the Relationship

There were certain activities that mentors and protégés mentioned had helped to fulfill the mentor's role. Responses illustrated some of those activities.

Mentor responses on mentor activities

Protégé responses on mentor activities

Pair one

“We had lots of discussion; I filled her [protégé] in about kinds of procedure, documentation, journals.”	“[My mentor] gave me a tremendous amount of moral support, reminded me of upcoming deadlines.”
---	--

Pair two

“I introduced her to my department and school faculty; supported her in tests she prepared and corrected.”	“My mentor welcomed me and encouraged me to seek her out if there were problems.”
--	---

Pair three

“I was supportive, friendly- I let her ask what she doesn't know.”	“I have received support and offered to help plan/write down information to give to next year's mentees.”
--	---

Pair four

“I support my protégé both professionally and emotionally...I am watchful for frustrations to see if I can assist (without being in her face).”	“I worried about being burdensome to experienced teachers. I feel an overwhelming need for support, but don't really like to ask for it, as I know everyone is busy and time is at a premium.”
---	--

Some mentors listed their activities at this juncture of the relationship as friend, supporter, listener, confidant. Again, these activities can be compared to Rowley's qualities of *being committed, being accepting, and effective on an interpersonal level*. In these responses, the mentor and protégé reported a balance, where the protégé was

comfortable asking for and receiving help and the mentor was open to assisting the protégé. A quality of the mentor could also be described as *provider of instructional supports* (Rowley), where the mentor provided not only “nuts and bolts” support, but moral support. The mentor empathized and identified with what the protégé needed emotionally and professionally, exhibiting the first three elements from the *model of mutual intersubjectivity*, specifically:

- (1) an interest in and cognitive-emotional awareness of and responsiveness to the subjectivity of the other person through empathy
- (2) a willingness and ability to reveal one’s own inner states to the other person, to make one’s needs known, to share one’s thoughts and feelings, giving the other access to one’s subjective world, self disclosure, opening to the other
- (3) “the capacity to acknowledge one’s needs without consciously or unconsciously manipulating the other to gain gratification while overlooking the others experience” (Jordan, 1991, p. 83).

Organizational Influences- Sustaining the Relationship

Another item on the survey asked respondents to describe any challenges they experienced in the mentoring relationship. Four months into the relationship, three themes that pertain to sustaining the relationship emerged clearly: having the time to meet, proximity of protégé to mentor, and scheduling difficulties. These themes seem to reflect organizational issues, specifically building issues; therefore, the principals as leaders have the most influence upon these organizational issues. This reflects Sergiovanni’s ideas of a purposeful community, where the leaders embrace the innovation and are mindful to support it (1992). It is also supported in the literature on mentoring programs, where pairing and scheduling are key components of mentoring programs (Fraser, 1998). Most mentors responded to this query to describe challenges, but only eight of the protégés responded to this question, perhaps indicating that the

protégés have not had time to reflect on the organizational implications, but rather are focused on their own classroom and students.

Reflections on the Mentoring Relationship- Sustaining the Relationship

Several questions on the survey addressed issues of relationship building. The first item asked mentors and protégés the following: “Describe the strengths that they bring to the relationship.” Mentors reflected on their own knowledge of school culture, which provided a framework for assisting the new teacher to become a member of the school community. This knowledge is important because it reflects the organizational supports for the mentoring program through which the protégé begins to gain a sense of the building and district influences on the teacher. Some sample responses included:

Mentor

Protégé

<ul style="list-style-type: none"> • “I had experience in the building and teaching, dealing with teachers, parents, administration, and time management.” • “I provided unconditional support, experience, and a positive attitude.” 	<ul style="list-style-type: none"> • “I have ideas about what might be useful for next year’s new teachers.” • “I have a passion for teaching!” • “[A strength is] love and joy for helping children learn – high professional standards and a desire to share with colleagues.” • “[I now]know the school culture.” • “I listen and am eager to learn.”
---	--

The behaviors evidenced by the responses helped to build the relationship and to sustain it over time. The responses revealed the activities that sustained the relationship and are an important part of *mutual empathy*. It is important to note that by reflecting on the relationship, the mentor *empathized* with the protégé and was *effective in an interpersonal context* (Rowley).

Summary of January Mentor/Protégé Pairs Survey- Sustaining the Relationship

After four months together, mentors and protégés reflected on their relationship and suggested that some qualities of mentors were ones in which the mentors were *good at interpersonal interactions, and that they were committed and accepting of the protégé* (Rowley, 1999). These qualities are the same as those that were cited at the initiation of the relationship, but after four months on the job, the protégés were looking more towards professional support. Importantly, the protégés were now able to articulate what they needed emotionally and professionally. Their thinking was focused towards the job, a tribute to the mentors. At this juncture, mentors were exhibiting the quality of *being skilled at providing instructional supports*. Overall, the protégés' responses indicated that they were more comfortable accessing their mentors, and the mentor relationship had developed into one that was more comfortable, even *mutually empathic*, supporting the second element of the relational framework. The mentors were acknowledging the protégés' needs; were sensitive to the cognitive and emotional well-being of the protégé; and were interested in respecting and enhancing each other's growth (*mutual intersubjectivity elements 1, 2, 3, 4*).

Mentor /Protégé Pairs Survey- Distributed in May, 2000- Concluding the Relationship

Thirty-six Mentor/Protégé Pairs Surveys were distributed in May 2000, as part of the three-credit mentor-training course. (This is the same survey that was distributed in January, but no attempt was made to match responses to the January survey.) It is important to note that not all mentors took this course, thus the smaller sample in comparison to the January survey. The mentors were given class time to fill out the survey and were then given a survey to distribute to their

protégés (along with a return envelope). The way in which the survey was delivered by the mentors to the protégé is unknown. Each of the thirty-six mentors filled out a survey, but only twenty-one protégés returned their surveys to me. Though the May sample was smaller than the January sample, I believe the responses were a representative snapshot of the mentoring relationship at that point in time.

Some Qualities and Activities of the Mentors- Concluding the Relationship

By May, eight months into the school year, I noted that mentor and protégé responses indicated similar qualities and activities. Selected responses represented trends in the data. Four responses from the twenty-one pairs are listed below as a representative sample. The language of these respondents was rich. For example, in one pair:

Mentor responses on roles and activities Protégé responses on roles and activities

<p>“My protégé taught me Socratic Seminar and I helped her put together a proposal for what team and subject she wants to teach next year.”</p>	<p>“The biggest help has been to talk about the changes at our school for next year and her work as an advocate to get me what I need to prepare for these changes.”</p>
---	--

In another pair:

<p>“Mentoring has made me reflect on my own teaching and opinions about teaching. It has also helped me examine my insecurities and strengths both in teaching and relating to others.”</p>	<p>“My mentor has been great for emotional support- assuring me that the questions, qualms, and concerns I have are those experienced by all teachers. She has been more than willing to share her knowledge and supplies with me. A visit to her classroom was a nice treat!”</p>
---	--

In yet another pair:

<p>“My role in the relationship is a mentor, a colleague, a friend.”</p>	<p>“I enjoy listening to my mentor and soaking up her advice and experience. She has been wonderful not just as a colleague, but as a friend, too.”</p>
--	---

These responses indicate that the relationship became more reciprocal (an element of *empowerment*) in nature. The activities have become meshed and both the protégé and the mentor exchange ideas freely. Mentors reported seeing the personal benefit of the relationship in that both the mentor and protégé connected professionally and emotionally. For some, the relationship clearly progressed into a collaborative one in which the mentor became more of a colleague than a mentor, and both participants exhibited the element of *empowerment*. At this point in the relationship, both the mentor and protégé reported evidence of the qualities of being *accepting, being committed, and being a provider of instructional supports*. Additionally, mentors are *valuing the process of knowing, respecting, and enhancing the growth of the other* (mutual intersubjectivity).

Reflections on the Mentoring Relationship- Concluding the Relationship

As was the case in the January survey, mentors and protégés reflected in the May survey on the strengths they brought to the relationship. The following four pairs' responses show how working together for eight months affected their perceptions of themselves as professionals and participants in the relationship.

Mentor Reflections

Protégé Reflections

<p>“I share willingly and I am an excellent navigator through the quagmire of our building's touchy emotional situation.”</p>	<p>“My strength was sharing ideas for teaching, openness and questions.”</p>
---	--

Another pair reported:

“My major strength is experience in a variety of situations and schools.”	“I am very comfortable and confident in my position, yet I am always striving for ways to improve myself.”
---	--

And another pair said:

“There has been progress... I feel a sense of accomplishment.”	“The mentoring program is a great support. I feel my success comes from feeling comfortable in my environment.”
--	---

In yet another pair,

“My protégé has a natural way with children and I think that my guidance and support motivated her to feel confident in herself and to improve her curriculum development”.	“The mentoring relationship helped me to develop confidence in my teaching practice. It helped me also to learn different techniques to teach the curriculum topics.”
---	---

Finally, this pair reported:

“I have reflected on my own practices and made my own philosophies explicit.”	“I got a lot of emotional and professional support necessary to survive in this first year. It gave me confidence in myself to be able to teach with less fear. It showed me an excellent example about what a teacher should be. I learned a lot from observing my mentor teach and talk to students.”
---	---

These representative responses support my view that the theoretical elements of a relational model (Chapter II) can be applied to the mentoring relationship. These five responses indicate examples of *empowerment*, which has led to the development of collaboration. After eight months, the relationship has changed and developed from one where the mentor and protégé are establishing

confidence in each other to one in which both are comfortable in their roles.

Additionally, these responses support Rowley's qualities of *being committed*, *being accepting*, *effective in interpersonal context*, and most importantly, *being a continuous learner*.

Organizational Influences- Concluding the Relationship

When asked what challenges the individuals experienced in the relationship, the responses tended to focus on organizational issues. Many mentors and protégés again felt that time and proximity were a major challenge. For example, one mentor noted that "we are at cross disciplines and don't have time to meet." Another noted that it was difficult "making the proper time to meet when my day is very busy." Though these were the only two organizational issues that were noted, they reflect the need for building support for the implementation of the program. Both factors could be addressed with the building principal, who is the leader of the initiative for the district.

Summary of the May Mentor/Protégé Pairs Survey

After eight months, the representative survey reports showed that mentors and protégés exhibited all the qualities of mentors as cited by Rowley, and that protégés were beginning to exhibit some of the mentoring qualities themselves- *provider of instructional supports*, *committed to the relationship*, *effective in interpersonal context*. The data supported the relational model, with mentors and protégés each reporting there was reciprocity and *empowerment* in the relationship. Additionally, mentors were exhibiting all the elements of *mutual intersubjectivity*, most importantly *valuing the process of knowing*, *respecting and*

enhancing the growth of the other and the establishment of an interactive pattern where both the mentor and protégé are open to change.

Summary of Survey Findings

As the analysis of the initial survey tools shows, the mentoring relationships exhibited the elements of the relational framework (Jordan, et al) as well as the qualities of mentors, as cited by Rowley, during the school year.

During the initiation of the relationship, mentors exhibited Rowley's qualities of *being accepting, being committed, and effective in different interpersonal contexts*, as they built their relationship. Mentors were empathic towards their protégés as they developed the relationship. At the beginning point in the relationship, the elements of *mutual intersubjectivity* that were present were: *an interest in the cognitive and emotional awareness of the protégé, a willingness and ability to reveal the mentor's inner feelings and share them subjectively with the protégé, an acknowledgement of the needs of the protégé without regard to the mentor's personal needs.*

Four months into the relationship, mentors continued to exhibit the qualities and elements of mutual intersubjectivity previously stated but were expanding their qualities to include *being a provider of instructional supports*. A majority of mentors and protégés reported a feeling of mutuality in the relationship, and therefore were exhibiting the fourth element of *mutual intersubjectivity*, where mentors and protégés *value the process of knowing, respecting, and enhancing the growth of the other.*

Finally, as the relationship concluded, the mentor's and protégé's behaviors seemed to overlap with each other exhibiting the qualities described by Rowley, suggesting mentors and protégés were *empowered* within the interactions. The elements

of mutual intersubjectivity that were prevalent at this time included those previously mentioned, with one change-mentors and protégés were *interacting such that both were open to change in the relationship*, much like empowerment. Both individuals were secure enough with themselves and the other to offer and accept ideas.

Table 5
Findings of the Surveys Over a Nine Month Period
October 1999-May 2000

Carousel Brainstorming Activity October 1999	Relational framework <ul style="list-style-type: none"> • Empathy • Mutual intersubjectivity Elements 1, 2, 3 Qualities of mentors <ul style="list-style-type: none"> • Acceptance of the beginning teacher • Committed to the role • Effective in different interpersonal contexts Organizational framework <ul style="list-style-type: none"> • Leadership of the principal • Pairing
Mentor Protégé Pairs Survey January 2000	Relational framework <ul style="list-style-type: none"> • Mutual empathy • Mutual intersubjectivity Elements 1, 2, 3, 4 Qualities of mentors <ul style="list-style-type: none"> • Acceptance of the beginning teacher • Committed to the role • Effective in different interpersonal contexts • Skilled at providing instructional supports Organizational framework <ul style="list-style-type: none"> • Leadership of the principal • Building-based issues- time to meet, proximity, scheduling
Mentor/Protégé Pairs Survey May 2000	Relational framework <ul style="list-style-type: none"> • Empowerment • Mutual Intersubjectivity Elements 1, 2, 3, 4, 5 Qualities of mentors <ul style="list-style-type: none"> • Acceptance of the beginning teacher • Committed to the role • Effective in different interpersonal contexts • Skilled at providing instructional supports • Model of continuous learner Organizational framework <ul style="list-style-type: none"> • Building-based issues- time to meet, proximity

Although the surveys were used as an initial data-gathering tool and provided a glimpse into the mentoring relationship from the perspective of a large group of

individuals (100), as well as providing support for my hypothesis, they do not begin to describe the relationships in depth. I used the data from these survey tools to create a framework for developing and analyzing the interviews. In order to get at the heart of these relationships, to the subtleties that are inherent in this interaction, it was necessary to probe further by individually interviewing five mentor/protégé pairs, so as to hear their authentic voices as they perceived the relationship. I sensed that each pair had a story to tell that would not emerge in a survey instrument. These unique stories or narratives allowed me to examine the general trends I noted that correlated to the relational framework (Jordan, et al) and the qualities of mentors (Rowley).

The Interviews

In June of 2000, I individually interviewed the members of five mentor/protégé pairs, assuring interviewees of complete confidentiality. This portion of the analysis of the findings focuses on the ten stories (Patton, 1990) that were synthesized from the interviews. The participants' responses are a reflection of the yearlong formalized mentoring relationship. Interviewees were asked to recall what initially occurred in the relationship and how the relationship developed over the year (See Appendix F). Additionally, questions were framed so that I might understand the personal nature of these interactions and deepen my analysis of how these individuals acted in relation to one another.

The interview transcriptions revealed common threads and concepts that corresponded to earlier reports about the qualities of mentors and elements of the relational framework. I discovered that the relational themes as discussed in the literature were illustrated more freely in these interviews. As both mentors and protégés spoke

about their interactions, their reflections on the mentoring relationship proved insightful. Clearly, this data supports the literature on the relational aspects of mentoring- in five interviews there were clear illustrations of *empathy*, *mutual empathy* and *empowerment* and the model of *mutual intersubjectivity*. All five mentors exhibited *empathy*, three exhibited *mutual empathy*, with two mentors exhibiting *empowerment*.

Overview of the Pairs

Each of the mentors was a participant in the mentor-training course, volunteered to be a part of the study and asked their protégé if he/she would participate. Seven pairs initially responded, but only five pairs eventually completed the interviews. Because the participants volunteered to be part of the study, one can assume that they were more likely to be reflective about the mentoring relationship. It is equally important to acknowledge that the findings are not generalizable, only applying to those who came forth. However, since I was interested in the more subtle relational aspects of their experience, I did not see this as a problem.

Table 6 presents the mentor/protégé pairs' gender, age, number of years as a teacher, grade level, subject taught, whether the mentors were located in the same building, and if mentors were previously mentored.

Table 6
Mentor/Protégé Pairs

	Gender	Age	Years Teaching	Grade Subject	Same School	Career Change	Had formal mentor
Mentor 1	Female	mid 30's	5	8 th Language Arts	Yes	Yes	No
Protégé 1	Female	late 20's	1	6 th LA	Yes	Yes	Yes
Mentor 2	Female	early 40's	15	3,4,5 Special Education	No	No	No
Protégé 2	Male	early 20's	1	3,4,5 Special Education	No	No	Yes
Mentor 3	Male	late 20's	2	9, 10 Social Studies	Yes	Yes	Yes
Protégé 3	Male	late 20's	1 in US 2 Overseas	9, 10 Social Studies	Yes	Yes	Yes
Mentor 4	Female	early 20's	4	7 th Language Arts	Yes	Yes	No
Protégé 4	Female	late 20's	1	7 th Language Arts	Yes	Yes	Yes
Mentor 5	Female	early 30's	6	3 rd Special Education	Co-teach	Yes	No
Protégé 5	Female	late 20's	2	3 rd grade teacher	Co-teach	Yes	Yes

In the following discussion, each pair is introduced with a quotation from the interviews and with the theoretical constructs interwoven through their stories. The interviews illuminate the format of the three elements of the relational framework, with the story that exemplifies empathy told first and empowerment told last. I explored the development of their relationship as each pair moved from initiating to sustaining to

concluding the relationship as it progressed over the school year. In a separate section, I discuss the implications of the analysis.

Mentor/Protégé Pair One

“I felt like I was neglecting my duties as a mentor.”

Mentor One

While most pairs in both the survey data and interviews showed empathy at the beginning of the relationship, this pair stood out due to their failure to establish accurate empathy, a component of empathy. In accurate empathy, the mentor correctly identifies what the protégé needs and doesn't assume what is needed; she asks and probes to find out so that there is a maximum benefit for the protégé.

Mentor One has been teaching language arts in the eighth grade for five years. This is her second career, after having worked in business for several years. She is married, in her mid-thirties, and the mother of two young children. She was paired with a protégé who is a first year teacher with no prior teaching experience. Protégé 1 is in her late twenties, married with no children. Like her mentor, she moved from working for five years in the business sector to education after earning her master's degree. She is a sixth grade, middle school language arts teacher in the same school as her mentor.

Initiating the relationship

In her interview with me, Mentor One reported that her protégé was not accessing her enough. Her protégé was a member of the department but not at her same grade level. Yet, in contrast to the mentor's perception, the protégé reported that she was accessing the mentor.

Mentor One shared some background information that shed some light on her feelings. The mentor reflected on her first year as a new teacher:

I wish that when I started here my first year that I had a mentor, because I had the worst first year of my life as a teacher...Many times I felt like throwing in the towel ... I wasn't a 21-year-old, out of college, and I still felt like I was useless as a first year teacher...I wished I had that one-to-one person who's been in the trenches for years to say to me: 'this is a practical hands-on discipline activity you can do to get these kids to listen to you.' I didn't have that. I was treading water for a year.

Because of her own negative experience as a first year teacher, this mentor tried to craft sessions for her protégé that she would have liked to experience. In order to do this, she had developed a notebook of things she had found beneficial during her first year of teaching. It contained logistics of the school, basic places in the building, names of administrators, etc. She thought that this notebook would be a great starting point for conversations, but she did not think that it was well received by the protégé. This mentor perceived herself as empathic towards the protégé, as she was attempting to connect and identify with her, but was not feeling much success. She exhibited the qualities found by Rowley, *being committed and accepting of the beginning teacher*, but she was *not being effective in an interpersonal context or being skilled at providing instructional supports*. She perceived her behaviors as supportive and she did show *an interest in and cognitive-emotional awareness of the protégé* (mutual intersubjectivity, element 1). Her own perception was that the protégé did not view her positively. She exhibited a willingness to work with the protégé but was not open to finding out what the protégé actually needed; she made assumptions based on her own experiences.

The protégé recognized that the “mentor didn't want to feel like she was forcing herself on me...I could bring any problems to her when I needed to and I always knew I could come to her if I needed to.” The protégé reported that she was supported, but had not articulated that to her mentor. Contrary to what the mentor told me, the protégé did

value the mentoring relationship. The protégé said that it was important “at the beginning of the year to be set up with one specific person because you don’t know what is going on.” Though the mentor acknowledged that she was not being effective in her own eyes, in the eyes of the protégé, she was effective. To the protégé she was *committed and accepting of her, and effective in this interpersonal context* (Rowley). The protégé explained: “[Mentor] was very helpful. I didn’t utilize her as much as I could have or should have. Luckily, my situation was that I was on a fabulous team so I had three other mentors here right next door, so I always talked things over with them.” Though this protégé felt comfortable with the mentor and felt she could access her as needed, she had three informal mentors on her team that she could consult. Her mentor was aware that she was accessing her teammates, but she did not see that she might still be an effective mentor. In this relationship, there was a lack of agreement and perception of the relationship functioning. The mentor did not seek any feedback from the protégé as to her needs and wasn’t reflecting on her relationship with the protégé. She could not get beyond her own bad experience as a first year teacher, and thus could not accurately empathize with the protégé.

Sustaining the relationship

As the relationship progressed, the mentor continued to feel as though the protégé was not accessing her enough. She stated,

This has been a big frustration... I would show up in her room once a month or a couple of times a month and say ‘How are you doing, what’s going on, anything you need to know?’ She would say, ‘No, all set.’ And then I sort of meandered out. ... I didn’t want to force myself and say well, I am your mentor, you need to use me, you need to find out things from me. I didn’t want to think she had to come to me and not use any of the resources in the building.... She [protégé] doesn’t readily volunteer information...[there is] a lot of uncomfortable dead air between us at times...it was a strain for us to be social.

Here, the mentor is still trying to *empathize* with the protégé, but she is having difficulty communicating with the protégé; and thus cannot accurately empathize with her.

Curiously, the protégé had a different view. She stated “I think that emotionally, I leaned on her...[when I was] overwhelmed; she was sympathizing, letting me know that [it would be OK], understanding, helpful to let me know that no matter how experienced or inexperienced you are, everyone has trouble.” The protégé reported that she was at ease with the mentor and suggested that one of the biggest changes at this point of the relationship was the “comfort level. We know each other better.” The protégé reported that the mentor was sensitive, encouraging, flexible and that she identified with what the protégé needed. In contrast, the mentor continued to be insecure in her own assessment of the relationship and did not feel that she was meeting the needs of the protégé. At this midpoint in the relationship, this pair had not passed beyond the initiation stage of the relationship.

Concluding the relationship

As the mentor reflected on the end of the year, she felt that the relationship would not change. “I think [the protégé] is going to look at it like, this year, you are the mentor. It’s over, now I can move on.” The mentor exhibited *empathy* but never understood that she needed to *value the process of knowing, respecting, and enhancing the growth of the*

other (mutual intersubjectivity). In contrast, the protégé felt that the relationship developed “beyond a partnership.” I hypothesize that the mentor was so close to her own “bad” first year, that she projected her ideas on what the relationship needed to without attending to what the protégé needed. The mentor states, “I think the mentor relationship definitely can be a mutual benefit for both involved...I don’t think this year my relationship with my protégé has benefited me a whole lot.” The mentor’s own self image is one that is of issue for her, not the development of the relationship. The protégé was very comfortable with the relationship and acknowledged that “[mentor] didn’t know how official she was supposed to be, and I wasn’t sure what I was supposed to do with her.” The protégé’s reflection on the relationship was a telling one. The mentor and protégé never seemed to understand what the relationship was, what form it should take, or even how to interact within that relationship. Though the mentor exhibited some of the qualities of mentoring, she never fully defined her role. This is not to suggest that this relationship was a failure; rather it implies that this relationship never achieved mutual empathy, and could not proceed to empowerment, where both could be part of a richer experience of sharing and interacting.

Mentor/Protégé Pair Two

I felt bad that he did not have the successes that he would have liked to have had, but then again, maybe this isn’t the situation that he wanted and I think I didn’t feel that I was in the right position to say that to him...it is a very stressful kind of a job, you can’t do it very long. You do have to have support.

Mentor Two

In Pair Two, we see how organizational barriers hampered the mentoring relationship. This mentor *accurately empathized* with the protégé, and sought to develop

a relationship, but the pair never moved beyond empathy due to the organizational issues that surfaced.

This mentor reported that her protégé did not have a very successful year. The support she refers to is not mentor support, but program support. At the time of our interview, the mentor had just learned that her protégé was taking another position in the district and not coming back to his current position. The protégé stated, “I never felt that this was the right program for me... I wanted to work with a [specific special education] population, and this is not what this job is. I tried it. I know [mentor] did her best, but this is not for me.”

Mentor Two, married and in her early 40's, has been a special educator for fifteen years. She works with grades 3, 4, and 5 in a self-contained classroom. She did not have a formal mentor her first year in this district. Mentor Two was paired with a first year special educator who works in a different elementary school in the district. Protégé Two is a first year teacher in a substantially separate 3rd, 4th, 5th grade classroom for children with emotional and behavior disorders. He is married and expecting his first child.

Initiating the relationship

Mentor Two is a veteran special educator who works in a different building than her protégé, a special educator in a specialized classroom. Because they both worked with grades 3, 4, and 5, the director of the special education department paired them. The mentor felt that she could offer the protégé some valuable experiences. At the beginning of the school year, she “gave him a packet of paperwork that he needed to know about...we talked about building set-up and where he could get curriculum material.”

This exemplifies Rowley's qualities of *provider of instructional supports, being*

committed to the relationship, and being accepting of the beginning teacher. The protégé was appreciative of this, but he told me in the interview that he had “difficulty working with this population.” The mentor *empathized* with him and,

“I did some modeling for him. I know sometimes I need to see things to learn better, so I did a one-to-one with him on a particular reading program...[protégé] felt confident enough to follow through with it and he did it a number of times with the group.”

The protégé acknowledged he used what the mentor shared, demonstrating a positive aspect of the relationship. By sharing ideas (*providing instructional support*) and *being committed to the protégé*, the mentor was exhibiting *accurate empathy*. She exhibited two elements of mutual intersubjectivity, *an interest in his cognitive-emotional issues and a willingness to share her experience with him*. To this end, she identified some experiences that she felt he needed assistance with and devised actions to help him. Though the protégé reported that he felt that the mentor was committed, the relationship was hindered by his feeling of lack of success with the teaching position, the distance between them being in two different building, and he disliked his job.

Sustaining the relationship

As the relationship progressed over the year, the mentor reported that programmatic issues were apparent. She “listened, sympathized, tried to let [protégé] know that it is a difficult situation and administration isn’t always able to do things that you would like to see happen.” The protégé shared with his mentor that, “I didn’t agree with how the classroom was set up, but because of the program, I could not change it. So many children had behavioral issues, it was overwhelming. [Mentor] tried to help, but she was in another building.” Clearly, the protégé understood that the program was the issue and something he could not change. He recognized the mentor’s effort, but the lack of

proximity to the mentor was detrimental to the success of this relationship. Because the mentor was in a different building, “there were challenges in respect to fitting in the time to make sure that I was able to offer the information to him, making sure I had the time plugged in. I wish I had other channels to use.” Though this mentor exhibited the qualities of *being accepting and committed*, and *accurately empathizing* with the protégé, she acknowledged his needs and understood that because the protégé was unhappy with his job, there was little she could do except provide emotional support.

Concluding the relationship

In May of the mentoring year, the mentor stated, “Lately I haven’t been doing as much. He’s been quite discouraged because of various problems that have happened to kids in the class.” The protégé also mentioned he was dismayed, “I don’t feel effective here, I would like to be in a behavioral class, not an emotionally disturbed class.” The mentor pointedly stated, “I didn’t feel that I failed ...because I don’t think I had any control over it,” thus expressing her regret that she could not help at this time. She did, however, have a positive influence on the protégé staying in the district. “He had no problem talking to me about why he was discouraged. We did talk about various avenues that he pursued to alleviate it, and I did contact people that might be helpful.” This shows the mentor’s use of *accurate empathy* and her understanding of the interpersonal nature of the relationship.

The protégé’s responses indicated that he too perceived that the mentor had done all she could. Though he was leaving this position, he had secured another position *within the system*. His decision to stay may have been a positive result of this mentoring relationship. He states, “I am glad I will be able to stay in the system and work in the

kind of special education class I want and with younger kids, too.” Despite the organizational barriers, the mentor *accurately empathized* with the protégé and was able to listen to his concerns, and respond in a positive way. She was accepting of him and was sensitive to his needs.

Organizational barriers, specifically proximity and time, hampered this relationship. The mentor was exhibiting key qualities of a mentor throughout the relationship, specifically *being committed, accepting, being able to relate on an interpersonal level, and using accurate empathy*. The choice of program and building influenced this interaction to the point that there was nothing the mentor could do except support the protégé as he searched for another position, which is a tribute to the relationship itself.

Mentor/Protégé Pair Three

“[Mentor] has really helped me with getting comfortable in my role. I think I am turning the corner.”

Protégé Three

The teachers in Pair Three exemplify the element of *mutual empathy*, where the mentor and protégé have developed a relationship that includes a dynamic of mentor and protégé sharing ideas. This is the only pair I interviewed in which both the mentor and protégé are male, yet the issue of gender was not a significant factor. This relationship shows how males can exhibit empathy and mutual empathy. These two males bonded, indicating that the application of a relational model is not confined to the world of women. However, gender sameness is not necessarily a criteria for success, as was shown in Pair One, where both participants in the relationship were female but the relationship was not perceived as positive for the mentor.

Mentor Three, who is married and in his late twenties, is a second year, 9th and 10th grade social studies teacher paired with a first year 9th and 10th grade social studies teacher. Both had the experience of teaching overseas. Protégé Three, who is also married and in his late twenties, knew that “all new teachers, regardless of age or experience, are enrolled in the [mentoring] program.” He knew of the program but still felt shy about accessing his mentor. It is significant to note that in this pairing the participants have a similar background and both are male.

Initiating the relationship

The mentor recognized that he needed to find a way to initiate the relationship. He did this by introducing himself to his protégé. He described the mentoring relationship as an “opportunity” and just “went down to his classroom after school, just kind of explained to him [protégé] the [program] because I didn’t want him to feel that he was hand-picked because he was deficient and so I introduced it that way.” The mentor described the beginning of the relationship, “it was me trying to get him going, with nominal success. But I’d have to say within a month to six weeks, I guess, it really started to pick up.”

This mentor understood the need to have a friend with whom to meet. Since he had been a first year teacher the previous year, he had a “real life” sense of what the first year can be like. Although the program guidelines suggest that a mentor be of professional status (in the district 3 + years), this mentor’s success was built on his ability to reflect on what it was like to be a first year teacher. As he put it: “I remember what it was like for me.” Because that experience was close to his heart, the mentor was already

identifying with what the protégé might be feeling. He used his experiences to support the protégé, in essence empathizing with him. He shared that,

“My mentoring experience last year wasn’t very positive. It wasn’t negative, but it was non-existent. I had to seek the mentor out at the beginning of the year, and I felt I was like five years old standing in a long line to talk to the teacher...I felt like I was imposing.

He didn’t want this experience for his protégé, so he purposefully set out to make it different.

The mentor exhibited the qualities of *being accepting and committed* as he *accurately empathized* with his protégé and sought to develop their relationship.

Additionally, he was willing to reveal his own inner state to the protégé.

Sustaining the relationship

The protégé commented that when his mentor shared stories of his first year of teaching, he “felt a little bit vindicated. You know it is not just happening to you. It is reassuring.” He also said,

I guess it was really good for me to hear that other teachers have the same problems [discipline]. I think I needed some confidence and initially I felt a little isolated. ...towards the second half of the year my conversations with [mentor] shifted more from behavioral issues to things that dealt with research papers, rubrics, writing.

The mentor was able to provide positive experiences for the protégé, who stated, “up until February, four out of five days per week [mentor] has come to my room for lunch and he’s come after school.” The mentor showed his human side and that was the connection the protégé needed. This reflects the *model of mutual intersubjectivity*, where the mentor has *an interest in the cognitive-emotional aspects, is willing to share his own experiences, and acknowledges the protégés needs* without deference to himself.

Additionally, the mentor felt that the protégé was open to suggestions.

I talked to him about the difficulties I had last year.
I told him one of my horror stories and he just laughed.
He just thought- I think it helped- that I had problems...
he realized I was concerned about him. He didn't have any
defenses. He was fully open to suggestions and
that's why he progressed so much during the
year because he wanted good advice and he listened to people
and incorporated and experimented.

The mentor's comments suggest that he accurately empathized with the protégé and was able to key into the protégé's emotional and professional needs. The qualities of *being committed and accepting* are still present, but at this point in the relationship, the mentor is effective in an interpersonal context, as he is encouraging and sensitive to the protégé's needs. He shared what he felt were important parts of the first year with his protégé by providing instructional and emotional support.

Concluding the relationship

Protégé Three said the [Mentor] "is a good listener; he's given advice when it is hard to give advice, so it's just made me a better teacher." This quotation really sums up this mentoring relationship. The protégé has recognized that the mentor has provided some important experiences for his first year. The relationship is becoming collegial in that the protégé states, "Even my mentor has had some frustrating days, although I can't say I have given him any advice, I have just listened to him." His responses point to a level of mutuality now, where each *values the process of knowing, respecting, and enhancing the other*.

The mentor reported that this protégé had grown over the year because he reiterated that "he was shy at first, but now he has built a level of comfort for himself...he has built a self-awareness of what was going on, this is where I am and this

is where I want to be...he didn't give up." The mentor was accepting of the protégé and encouraged him along the way to the point where both are mutually benefiting from the relationship.

Mentor/Protégé Pair Four

"It's like putting your hand on a butterfly; you need to be careful, you might squish it."

Mentor Four

Mentor four understood her role and sought to let the protégé become her own teacher. This relationship was one that exemplified *mutual empathy* and *empowerment*. Mentor Four, a fourth year language arts teacher never had a formal mentor herself, yet she considers many people to have been her informal mentors. The protégé in this pair is a first year, career change language arts teacher in the same building and grade level. This is her first teaching job, after having worked in the private sector for several years. Thus, these two had curriculum issues in common.

Initiating the relationship

The mentor spent a lot of time the week before school, "just hanging around in case the protégé had any questions." They went out to lunch. The mentor recalled that the protégé wanted to know:

the climate of the building, she wanted to know the skinny on everything right away, and I kind of felt funny saying some things because I didn't want to jade her with what my interpretations were, so I just tried to be funny...I gave her stuff for her room, literature materials. I needed to wait to see what her actual issues were.

The mentor exhibited *accurate empathy* in that she wanted to share the experience of the protégé and identify with what she needed, *by providing instructional supports*. The protégé wanted to know "the skinny", in other words, wanting to know who to access, not

access, who is who, etc. The mentor was careful not to “jade” the protégé with her interpretations. This is a key point: the mentor was careful not to impose her views on the protégé, yet she was *accurately empathizing* with her. When the mentor reflected on her first year, she stated, “I am close enough to the first year teaching experience to have some wise perspective on it. I’m still feeling some of the things I felt then.” At this early point in the relationship, the mentor was *accepting* of the protégé and *committed* to the relationship. The protégé reported that “[mentor] was laid back and very helpful. We talked about the basics- get to know the school and the people in the school, where to get construction paper, novels.” The protégé appeared to be comfortable in her initial relationship with her mentor. This further supports the qualities as previously stated.

Sustaining the relationship

As the relationship developed, the mentor shared that

I’d be the one to pop down to her room, and one time she said that she was having trouble with one student, and she couldn’t get the curriculum done because he was disrupting the class. I tried to guide her in the right direction of where to go to get information on what to do for this student.

The mentor was still initiating the contact, and from the protégé’s remarks, this was effective. The protégé shared that she, “was able to get the feeling toward the school, which is important, you’re able to fit in and able to understand sort of how things work and where not to assume something works this way, but to try myself, . . . to know what to be able to do. I was able to ask for things that I needed.” The protégé reported feeling an emotional support from the mentor *accurately empathizing* in this regard. During this time in the relationship, the mentor was still *committed to and accepting* of the protégé, relating to her on an interpersonal level, and providing not only the appropriate

instructional support but emotional support. This is different from the initiation of the relationship in that the mentor and protégé had now developed an emotional bond.

Concluding the relationship

As the year progressed the mentor and protégé began sharing materials and ideas. The mentor stated, “she’s made some beautiful improvements on the work that I’ve done...she was really able to say to me, I think that this is going to need this and this step...and in so many, many ways, it was, like, ideal. It was almost as if she had been teaching longer than I had.” The mentor and protégé exchanged ideas and assisted one another in teaching, almost exhibiting a role change with the mentor being guided by the protégé. Each were exhibiting the element of *mutual empathy* where one can assist the other, but more importantly, they were *empowering* each other.

The protégé reported that at this concluding point, she felt the relationship, “will change somewhat because we’re not going to be teaching the same grade level, ...but I think she’s going to be someone that I’ll go to when I have an issue that I can’t seem to resolve myself, we’ll remain friends.” The fact that the relationship will continue informally is a powerful tribute to this *empowering* relationship. The protégé reported feeling comfortable with the idea that the formal meetings had not been frequent but this relationship developed to the point where the protégé would go to the mentor only if needed. Clearly, this mentor had not “crushed the wings of this butterfly.”

Mentor/Protégé Pair Five

*It’s almost like we’re an octopus, we’re all like connected
and know what the other hand is doing.*

Protégé Five

The above quotation from Protégé Five captures the relationship of this mentor and protégé; the mentoring relationship exemplifies all three elements of relationship, from *empathy*, to *mutual empathy*, to *empowerment*.

Mentor Five is a sixth year, grade 3 inclusion special educator who spent two years working in a private school. She is in her early thirties and is a single parent with one child. She taught for six years at one of the elementary schools in the district used for this study, but has been at several grade levels. She did not have a formal mentor her first year. Mentor Five was paired with a first year, grade 3 teacher who had two years prior teaching experience in another district. Prior to teaching, Protégé Five worked for five years in human resources for a private business. She is married and in her late twenties. Mentor Five was the inclusion specialist in Protégé Five's classroom. They co-taught the class. The protégé stated,

We just get attached at the hip. . . at the beginning of the school year, people kept asking me 'Oh, you are going to co-teach, you've never done that before, how do you feel about that?' [Mentor] is so open and friendly and enthusiastic that I just think that she is awesome and I don't see any problems. To be able to work with someone like that who's so knowledgeable and enthusiastic. . .

When I interviewed them, each cried at the thought of no longer co-teaching the next year; the mentor was being reassigned to a different grade level. I was struck by their emotional attachment to each other and sought to find out more about this relationship.

Initiating the relationship

The mentor reflected on their initial meetings. "My principal paired us up [as mentor and co-teacher] at the end of the summer. We worked closely and combined efforts to start our new year as a team." The protégé recalled "The whole beginning of the

year was so overwhelming and confusing” and that the mentor discussed nuts and bolts of the program: report cards, school lunch, and what to do that day. These two individuals worked in the same room, so planning was an integral part of their day. I think that the role of the mentor as mentor and co-teacher might have complicated this relationship. The mentor appeared to understand the importance of early development of the relationship and began the relationship over the summer. The protégé also recognized that the beginning of the year was confusing, and was grateful that the mentor was able to give her cues as to the day-to-day workings of the school. “She [mentor] was so supportive, good at seeing both sides, and very understanding.” The mentor was *committed to the relationship, accepting of the beginning teacher, was effective in an interpersonal context*, supportive and sensitive, and *accurately empathized* with the needs of the protégé. This initial part of the relationship highlights the mentor’s empathic response to the protégé and exhibits her accurate identification of the protégé’s needs. This relationship also exemplifies the first *three elements of mutual intersubjectivity*; the mentor was motivated to engage in a relationship with her protégé and sought to acknowledge the protégé’s needs while also striving to understand her.

Sustaining the relationship

The mentor reported that the protégé and she “were on the same page.” Together, they planned by email, phone, and while at school. The mentor felt her protégé worked hard and “the children cared for and connected to both of us.” The protégé mentions that “over the course of the year we would talk about kids, how they were progressing...the mentoring was kind of mixed in with the day-to-day planning.” The protégé expressed that her mentor was very understanding, stating “She can see the big picture, but she also

knows what we need to do.” Both individuals in this relationship were able to interact in such a way as to combine co-teaching and mentoring. Neither was able to articulate the difference between the two qualities, and my sense is that for these two teachers, their roles were blurred.

Concluding the relationship

When queried as to how the relationship had progressed, the mentor stated, “So our relationship changed because of, well, at the beginning it was more professional because we didn’t know each other. And we just got to know and like each other over the course of the year. You know, you go through so many emotional things being a teacher.” This mentor was exhibiting *mutual empathy* when she recognized that both she and the protégé had progressed in the relationship over the year. The protégé’s comments supported this idea. She stated that for the next year, “The relationship certainly will change because we won’t be together all the time. There will be weeks when we won’t even say hi, we just get so busy, and I will miss that.” The protégé recognized that the relationship cannot stay the same, because she and the mentor would no longer be co-teachers. There is mutual sharing and *empowerment* for both, with the protégé acknowledging that both have benefited from this relationship and showing a realization that the relationship will change over the next year.

Summary of Findings from the Interviews

For each of the five pairs, there are clear differences in the perceptions of the mentoring relationship. In Pair One, the mentor sensed that she should be doing more, but her way of understanding was based on her own bad experience and not on her protégé’s experience. In applying the first element of relational development, *empathy*, one can

state that mentors at the beginning of the relationship relate to their own experiences (Jordan, et al). Clearly, the mentor in Pair One related to her own experiences at the early stage of the relationship. She did not ask the protégé what she needed but relied on what she thought was needed by the protégé. She didn't see that she could have backed off and that this would have been a healthy choice. Though the mentor felt she was being empathic towards the protégé, she was not exhibiting *accurate empathy* (Jordan, et al). Though the protégé reported that she was comfortable in the relationship, the mentor never asked the protégé what she needed; rather she made assumptions.

Contrary to Pair One, the mentor in Pair Two *accurately empathized* with the protégé and acknowledged that the protégé's disappointment with his position was not a function of the relationship, but rather due to organizational structures beyond their control. She exhibited the qualities of *being committed, being accepting of the protégé, being skilled at providing instructional supports, and effective in an interpersonal context*. The issue of gender was not a factor in the effectiveness of this relationship. When I specifically asked both the mentor and protégé if age or gender were an influence in the relationship, both responded no. Rather, both felt that the structure of the relationship did not lend itself to the development of an environment where the mentor could drop in at any time to see if the protégé needed anything. It is a tribute to this mentoring relationship that the protégé wanted to stay in the system and did find the type of special education classroom he wanted.

Because of the organizational constraints- lack of proximity due to the mentor and protégé being in separate buildings and the placement of the protégé in a classroom that was not to his liking; this relationship could not pass beyond accurate empathy to a sense

of mutual empathy where the mentor felt some benefit from the relationship, other than being a mentor to the protégé.

Although Mentor Three did not have a positive mentoring experience himself, he was able to provide a satisfying relationship for his protégé. He was *accepting of the protégé and showed a commitment to the relationship*. He was *effective in this interpersonal context* and exhibited the elements of *mutual intersubjectivity* that supported the relationship. Because the mentor was so close to the experiences of a first year teacher, he was able to accurately *empathize* with his protégé. The fact that the mentor did not have professional status might have implications for selecting future mentors.

As the year progressed for the fourth mentoring pair, Mentor Four was able to provide a positive experience for the protégé; in essence, she did not “crush the wings of this butterfly”. Although Mentor Four had four years teaching experience in the district used in this study, her protégé was older than she was, but Mentor Four stated that this was not a factor in the relationship. Both individuals were in the same department and having a curriculum in common was an important part of this relationship. Both mentor and protégé reported that the relationship was such a positive experience, that it would continue. There was an understanding in this relationship that each was open to the other, documented by the fact that the mentor used “Socratic seminar,” something that the protégé had suggested. The mentor exhibited all the qualities as outlined by Rowley, and *all elements of mutual intersubjectivity*, and the relationship moved to one of *empowerment*.

The mentor in Pair Five raised a question about the nature of the mentoring relationship and the use of a co-teacher as a mentor. The mentor not only needed to develop a collegial relationship as a co-teacher, but also one in which she acted as mentor. These two individuals seemed to be able to keep the relationship on track, yet both cried during the interviews at the thought of leaving one another. Were these two individuals too close? This raises the question: Did being co-teachers confound the mentoring? Conversely, maybe this relationship was an example of the best of mentoring, where the mentor and protégé are so involved that they can *mutually empathize* with each other, thus *empowering* one another. This relationship exemplified the *elements of mutual intersubjectivity*.

Conclusions from the Interviews

In initiating the relationship, mentors and protégés spoke of activities that assisted them in developing a trusting relationship. Though in Pair One the mentor did not exhibit *accurate empathy*, she tried to assist the protégé in the best way she knew. For the most part, the mentors were open and willing to share what they had. The interview for the fifth pair even mentions how the mentor thoughtfully approached this initial meeting so as to allow for the comfort of the protégé. The mentor qualities reported in these interviews were: *being accepting, being committed, being a provider of instructional supports, and being able to relate on an interpersonal level*.

As mentors sought to sustain the relationship, they determined the types of instructional support the protégé needed- whether in regard to building and district issues, colleague issues, or classroom issues. Mentors exhibited *accurate empathy* (Jordan, et al) as they shared ideas and thoughts with the protégé that addressed whatever protégé needs were apparent at the time. They gave the protégés the key messages that “I am available”

and that “I care”, and they advised their protégés regarding building and curriculum issues. Mentors at the sustaining stage of relationship building were fulfilling the qualities of *being committed, being accepting, able to relate on an interpersonal level and being a provider of instructional supports.*

As they concluded the relationship, the mentors and protégés became reflective on the year. Some pairs transitioned from being mentor-teacher to being colleagues. This was especially evident in Pair Four, where the mentor and protégé reported sharing ideas. It is also apparent in Pair Five; however, since this was a co-teaching model, the sharing could have been a function of the co-teaching. Mentors and protégés spoke of their accomplishments and openness to sharing and did begin to share ideas, clearly an example of *mutual empathy and empowerment.*

Table 7
Summary of the Relational and Organizational Elements in the Interviews
June-July 2000

Interview 1	Relational framework <ul style="list-style-type: none"> • Empathy • Mutual intersubjectivity Element 1, 2 Qualities of mentors <ul style="list-style-type: none"> • Acceptance of the beginning teacher • Committed to the role
Interview 2	Relational framework <ul style="list-style-type: none"> • Empathy • Mutual intersubjectivity Elements 1, 2, 3 Qualities of mentors <ul style="list-style-type: none"> • Committed to the role • Acceptance of the beginning teacher • Skilled at providing instructional supports • Effective in interpersonal contexts Organizational framework <ul style="list-style-type: none"> • Building-based issues- pairing, proximity, time to meet, program
Interview 3	Relational framework <ul style="list-style-type: none"> • Mutual empathy • Mutual intersubjectivity Elements 1, 2, 3, 4 Qualities of mentors <ul style="list-style-type: none"> • Committed to the role • Acceptance of the beginning teacher • Skilled at providing instructional supports • Effective in interpersonal contexts
Interview 4	Relational framework <ul style="list-style-type: none"> • Empathy, mutual empathy and empowerment • Mutual intersubjectivity Elements 1, 2, 3, 4, 5 Qualities of mentors <ul style="list-style-type: none"> • Committed to the role • Acceptance of the beginning teacher • Skilled at providing instructional supports • Effective in interpersonal contexts • Model of continuous learner
Interview 5	Relational framework <ul style="list-style-type: none"> • Empathy, mutual empathy, and empowerment • Mutual intersubjectivity Elements 1, 2, 3, 4, 5 Qualities of mentors <ul style="list-style-type: none"> • Committed to the role • Acceptance of the beginning teacher • Skilled at providing instructional supports • Effective in interpersonal contexts • Model of continuous learner

Organizational Themes that Emerged from the Interviews

Two organizational themes emerged from the interviews. Many mentors and protégés mentioned what I refer to as “informal mentors”, and concerns with the pairing of mentors. These two topics were discussed in the district-mentoring handbook (Appendix J). In the handbook, there is a section that mentions both *pairing factors and the role of others in the mentoring program*. Both topics will be discussed below with evidence from the interviews.

Informal Mentors

Many of the pairs mentioned, “informal mentors” during the interviews. In Pair One, the protégé mentions,

Luckily, my situation was that I was on a fabulous team so I had three other mentors here right next door. . . My teammates have a wide variety of experience...one of my teammates is doing her second year, so at the beginning of the year she remembered exactly what are the things that you don't know.

In this relationship, the mentor did not feel as though she was “mentoring,” as was discussed in the section on Pair One. The protégé did not perceive this lack, but it is important to note that she was “getting what she needed” from her teammates.

Protégé Four mentioned that she used her assigned mentor “for literacy but used mentor and another teacher for social problems that were happening in the classroom.” This protégé knew her mentor’s strengths, and was able to access an informal mentor who could assist her in another area. In this relationship, the informal mentoring was an important aspect of the mentoring process, as the relationship had progressed to one where both benefited from the interaction, where the protégé knew the strengths of her mentor and found others to fill in the areas in which she needed further help.

Both the mentor and protégé in Pair Two saw the need for informal mentors. The mentor shared, “He started to use the various teachers in his building,... depending on what was going on with different students, ...what he needed to do in order to develop what he needed to with the kids.” This mentor recognized that her protégé, who was in another building, needed to access others in order to work effectively with the children. The protégé also said, “If [mentor] wasn’t around, I would ask the other grade teachers. She did call in the morning to check in, but during the day I had to rely on others.” The protégé recognized that he had to access others because his mentor was not on site.

The protégé in Pair Three also mentioned informal mentors.

I’ve gotten other things from—I’d say there are probably about 3 teachers that I get things from ... Things get dropped off in my mailbox, the department is pretty good about that...a couple of friends, you know, they give me what they’re doing. ...the newer teachers, you give and you receive. I’ve given them some things as well. I think the older teachers, they know what they’re going to do and they don’t need anything. Whereas, the new teachers, they get something, they feel somewhat of an obligation at times to give, too.”

This protégé recognized that there is a cadre of professionals on whom he could rely to assist him with the curriculum content of his position.

Findings with Regard to Informal Mentors

The issue of informal mentors is a complex one. I am not sure the program training of mentors highlights the importance of accessing others as a way of negotiating the first year of teaching, as the training does not include a component that discusses the issue of informal mentors. It is important to develop relationships with all the staff at a school, not just the mentors. Mentors can be a source for information, but should not be the only source.

Protégés in this study, for the most part, realized that the mentor could not “do it all” and were comfortable asking others for assistance. Mentors, for the most part, were also aware that they could not do it all and that they should assist the protégés in accessing others.

Findings with Regard to the Pairing Process

References to how and when the mentors and protégés were paired emerged as a theme throughout the interviews. Each pair had a story to tell regarding their “pairing.” In Pair One, the mentor suggested that the principal paired her with her protégé. “He had the need the very day that we opened and said this is the person that you’re to mentor. My [protégé] knew she would be paired with a mentor, but she did not know who.” This mentor did not receive any prior information about the protégé, just that she was a teacher in her department. Protégé Two was paired with a mentor in another building, which was not an optimal setting for a developing relationship. In Pair Three, the mentor volunteered her services, as she understood there was a need for someone versed in special education. Mentor Four, however, asked her principal prior to the beginning of the school year if she could be paired with her protégé.

Three of the five protégés were unaware of who their mentor was. Protégé One stated that she did not even know who the mentor was prior to their introduction. Protégé Three had the same experience in that he knew he would be mentored, but he didn’t know his mentor’s identity until he was introduced. Protégé Five didn’t know with whom she was to be paired, and she was surprised that that “at the beginning, we didn’t really know what the mentoring was and one of the teachers didn’t even know she had a mentor.” This protégé reflected on how the usefulness of the mentoring program is “dependent upon how the pairs are made.”

These statements indicate that there are district issues that pertain to the matching of mentors and protégés- particularly how mentors and protégés find out about the mentoring program and if there is a standardized organizational procedure for this pairing. If a relationship is a subtle interaction based on mutuality, then the selection needs to be done with care. Those who pair mentors and protégés should make sure that both the mentors and protégés know each other prior to the first day of school.

Summary of the Findings

The interviews and survey data gathered for this study support the use of a relational model for describing and evaluating mentoring relationships in the public schools. The first finding supported the idea that the theoretical constructs of a relational model help explain positive mentoring experiences. As was documented in the results of surveys and in the interviews, mentoring relationships reflected one or all three aspects of relational development. In Pair One, the relationship stayed at *empathy*, Pair Two exhibited *accurate empathy* but with organizational constraints, while pair three reached *mutual empathy*. In Pair Four, each was benefiting from the relationship, sharing ideas, and *empowered* as was Pair Five. When the roles were clearly understood and realized, the mentoring relationships were seen as positive by both the mentors and protégés.

A second finding suggested that when any of the three elements- empathy, mutual empathy, or empowerment were missing, the quality of the mentoring relationship suffered and the relationship was not perceived as positive for the individuals, as was evidenced in Pair One, where the mentor never went beyond empathy. When all three elements were present, both protégé and mentor described the relationship as positive and fulfilling as in Pairs Four and Five.

A third finding correlated to the organizational literature (Sergiovanni, 1992, Fullan, 1991) that stresses communication as a vital component in the institutionalization of any new program. Data from both surveys and interviews reflected the need for clear communication amongst mentors, protégés, and building principals regarding the processes and expectations of mentoring, coinciding with Sergiovanni's ideas of a professional, learning community. As this district seeks to move the mentoring program to the continuation phase (Fullan), the data supports Fullan's construct that individuals must be supported through the change process, specifically building principals, mentors, and protégés. Additionally, the leadership of the building principal was a critical factor in the success of the mentoring program.

A fourth finding concerned the pairing process of the mentors and protégés. The survey and interview results indicated that mentor pairs did not perceive the factors of gender, age, previous years teaching and a positive mentoring experience as significant to the mentor relationship. When asked, many mentors and protégés felt that these factors were not relevant and that none seemed to influence the perceived value of the mentoring relationship. However, when mentor and protégé were not paired within the same building, grade and/or department, it became more difficult to sustain a positive mentoring relationship.

The final finding was that the power of informal mentors must not be overlooked in the design of a formal mentoring program. The survey and interview data demonstrated the need for informal mentors, as well as formal mentors, as a positive aspect of mentoring relationships.

Nationally, the recruitment and retention of teachers is in a state of crisis. Given this problem, it seems prudent that school systems capitalize on what works well within mentoring programs and incorporate new research ideas into existing programs, which might then influence the retention of new teachers.

Those who design mentoring programs must be thoughtful about how to maximize the impact of the programs on retaining new teachers. This can be accomplished by looking at the mentoring relationship in particular, and how the supports the relationship offers serve to humanize the first year of teaching. Although this study was specific to one suburban school district, its implications can be applied to any mentoring program. This study confirmed the initial hypothesis that an understanding of the mentoring relationship and its organizational supports, as perceived by the participants, could help to analyze and understand mentoring relationships. This understanding may ultimately be useful in mentoring programs in public schools.

The results of this study have two major implications. The first implication concerns the theoretical framework for mentoring relationships and programs, specifically, how relational theory helps us to understand the significance of relationships in mentoring, and how organizational theory helps us to analyze the importance of planning, preparation, and participation when instituting a mentoring program. The second implication concerns the application of this study's findings to improving mentoring programs.

Implications for Findings in Terms of Theory and Research

This study suggests that the following would strengthen the success of mentoring relationships, and thus improve the retention of new teachers:

1. Use of the relational model, specifically the three elements of empathy, mutual empathy, and empowerment, and the model of mutual intersubjectivity (Jordan, et al), to gain a greater understanding of the complexities of the mentoring relationship.
2. Use of the organizational constructs, specifically "followership" (Sergiovanni) and the process of initiation, implementation and continuation (Fullan) in the planning of a formal mentoring program.

Use of the Relational Model

The theoretical constructs of a relational model help to clarify the dynamics of mentoring relationships, and thus have significant implications for ensuring the success of those relationships. Both mentor and protégé reflections on the relationship, particularly in the interviews, suggested that the explicit use of a relational model would assist participants as they sought to understand their own approach to the mentoring relationship. This could be accomplished within the mentor training program.

Important to the discussion of the relational model is the idea that one cannot impose these elements on the relationship; rather, during separate mentor-training sessions, both mentors and protégés could learn of the elements of empathy, mutual empathy and empowerment and use them as guidelines as they embark on the relationship. Mentors who learned of these elements would better understand how the relationship develops over time, and could design their interactions with their protégés so as to meet the needs of the protégé. Additionally, as protégés became aware of the relational model, they might better access their mentor and understand how they, too, might support the mentoring relationship. The analysis of the data suggested that when any of the three elements of relational development was missing, the quality of the

relationship suffered and the relationship was not perceived positively by one or both individuals. Thus, making mentors aware of these elements could help to improve the quality of their interactions with the protégé, and ultimately improve teacher retention.

Use of Organizational Constructs

A primary implication for mentoring programs comes from Fullan's model for initiating such an innovation, specifically the use of the organizational constructs of initiation, implementation, and continuation (Fullan). When a system initiates a mentoring program with the assistance of a steering committee coupled with appropriate funding and supports, the implementation of the program seems to go more smoothly. As the school system continues to support the program through funding, training, and support of the participants in the program, there appears to be a greater likelihood that it will move to the phase of continuation and become an integral component of the school system's support of new teachers. Key to the success of the mentoring program is the education of all participants about the innovation; this appears to insure that the innovation is more likely to be implemented and sustained.

Central to the success of any innovation is a school culture that embraces the change. All individuals in the school and district must have a vested interest in the mentoring program and the retention of new teachers. An important implication of this study is that the school culture and its leadership are integral to the success of the mentoring program. If the leadership does not make use of "followership" (Sergiovanni), where all participants are a part of the innovation, then those involved may lack a vehicle for ensuring that all are empowered by the program. The school committee, district

administration, and school staffs all play an important role in the success of an innovation.

Additionally, another organizational implication of this study concerns the building principal and his/her influential role in the program. By pairing mentors and protégés, scheduling time for the two to meet, and embracing the role of the informal mentor as another way to support the retention of new teachers, principals can affect the success of the program. The data from this study suggest that the principal's role is critical, not only to the success of the mentoring program, but to the retention of new teachers and the development of the mentoring relationship.

By incorporating Fullan's steps of initiation, implementation and continuation in an inclusive manner that embraces all participants, the mentoring program would be more likely to be successful and would prove beneficial to the retention of new teachers and the development of strong mentoring relationships.

Implications for Findings in Terms of Practice

This study suggests that the following would improve the design of a mentor-training program:

1. Development of expectations and mechanisms for communication among principals, mentors, and protégés
2. Development of a vehicle to discuss the relational aspects of the theoretical model used for this study with mentors and protégés
3. Explicit discussion of the roles of all participants in the mentor-training program, through the development of a mentoring handbook

Development of Expectations and Mechanisms for Communication

Critical to the success of any program is the need to listen to the participants and to develop channels for communication. There are numerous avenues for communication, such as written memos, email, and interactive journals. These only speak to the individual relationships and are not meant to be consistent or system-wide. An additional element is needed- The establishment of systematic and consistent vehicles of communication, where each aspect of the communication process could lead to a greater understanding of the expectations of all participants. These forms of communication could be: (1) focussed discussions between mentors and protégés, mentors and their building principal, and protégés and their building principal; (2) communication of the expectations of the program to mentors, protégés and building principals; and (3) communication of the purpose of the program to mentors, protégés, and building principals.

Each of these discussions is fundamental to the success of the program and should become part of the program's operation. For example, to ensure communication between the mentor and protégé, the building principal could set up a building-based meeting where all mentors and protégés come together to discuss issues of common concern, both with one another and the building principal. The principal might also suggest release time for the mentor and protégé to meet to discuss any pertinent issues, with a focus on developing a relationship that is supportive.

Additionally, the district could include district-wide meetings and building-based meetings so that mentors and protégés could come together to discuss the purpose and expectations of the mentoring program, and brainstorm concerns or ideas for practical sessions to benefit the relationship. Building principals could also attend district-based

meetings to discuss the principal's role in the mentoring program and how he/she could support it.

Development of a Vehicle to Discuss the Relational Model

If training in the relational model was provided to participants in the formal mentor training, mentors would gain an awareness of the early stage of the relationship and could design activities that correspond to the protégé's needs at the time. For example, the mentor would orient the protégé to the building, or give her an outline of school policies and duties. The mentor would be encouraged to reflect on her own experience as a new teacher, and to design activities that accurately empathized with that experience. As the relationship progressed, the mentor and protégé would move to activities that reflected mutual empathy, with the protégé seeing herself as a source of support for the relationship. For example, the protégé might share a strategy that has worked well for her and vice-versa, making the relationship reciprocal. As the relationship developed further, empowerment for both the mentor and protégé would lead to activities in which the mentor and protégé collaborated on lessons, and mutually discussed issues and concerns.

The mentor-training program needs to support the stages of relational development. Embedded in the training should be opportunities for mentors and protégés to come together to discuss how things are going- in essence to make sure that the relationship is progressing to meet the needs of both individuals. First, mentors should attend separate meetings where they learn of this relational model and discuss the elements and qualities of mentoring that the relational model suggests. Inherent in these meetings would be the opportunity to reflect on these new ideas with other mentors in a

collaborative forum, and to develop a plan for the use of these elements. Secondly, protégés need opportunities to gain a greater understanding of the mentoring program and to learn of the relational aspects of mentoring, so they can see where they can make contributions to the relationship. Many protégés in this study remarked that they had little or no understanding of the mentoring program or what the mentor's role was in the relationship. Therefore, a separate aspect of the mentor-training program should include protégé meetings where the particulars of the program can be discussed, protégés can gain an understanding of the interactive model of mentoring, the mentor role, and discuss issues of teaching practice.

Inherent in any discussion of mentoring relationships would be a focus on the dynamics of that relationship. Important to note is that in some pairs in this study, the mentor and protégé did not develop a trusting, collegial framework within which the mentor might empathize with the protégé. For example, Pair One was not able to share ideas. If training in the relational model had been provided for this pair, maybe the mentor in Pair One might have recognized that she was not empathizing with the protégé. During the training, this mentor might have realized that she should try to put herself in her protégé's shoes and ask the protégé what she needed, not just assume what was needed. In this circumstance, maybe some training in the relational model would have helped these two develop a more positive relationship. Conversely, some relationships did develop into trusting, collegial exchanges, such as Pair Four, where the interactions were such that this mentor understood that she needed to listen to the protégé and provide experiences for her that would support her first year of teaching. This mentor recognized

her need to be empathic towards the protégé and the mentor training in the relational model would have supported her idea.

Discussion of Participant Roles in the Training Program

The third implication for mentoring programs concerns a need for discussion of individual roles, which need to be explicitly stated in the district's mentor handbook. An effort must be made to assure that clear definitions of individual roles are disseminated to all the participants so that everyone understands their importance. A district mentor handbook would include a clearly defined section on the role expectations of all who are part of the mentoring program-- inclusive of principals, mentors, protégés, and other staff. With a clear understanding of the roles of all in the mentoring relationship, mentors and protégés would know who to access as needs arise. For example, if a protégé needs to gain a greater understanding of the special education requirements of the district, a special educator in the building could assist the protégé. If the mentor does not have enough understanding of a specific curriculum topic, the mentor could refer the protégé to someone in the building who does have a strong knowledge base on that topic.

Rowley's description of qualities and behaviors of mentors would help to define the role of the mentor and could be listed in the mentoring handbook. They should include that a mentor is *accepting, committed, relates on an interpersonal level, is a continuous learner, and is skilled at providing instructional supports*. Additionally, the discussion of these qualities within the mentor training would enhance the relationship and support the protégés as they progressed through their first year. If mentors are aware of these qualities as outlined by Rowley, through either the mentor handbook or training,

they could design their interactions with protégés to align themselves with these ideas, all with an eye on developing a relationship with the protégé that is supportive of her needs.

The principal's role could be or should be one in which he/she would clearly articulate to all staff the roles of all in a mentoring program-- to emphasize the importance of all individuals who contribute to the relationship. This could be accomplished at a building meeting where all staff review the roles as defined in the mentoring handbook. Additionally, another important role for principals includes the pairing of mentors and protégés. Decisions about pairing mentors would include the factors of pairs working (1) in the same building, (2) at the same grade level, or (3) in the same subject area. In addition to including this important role for principals, a list of these pairing factors also needs to be included in the mentoring handbook. This study noted that these pairing factors are critical to the relationship itself in that mentors and protégés who can access each other more freely- by working in the same building, sharing a common grade or subject area- felt more connected than those who did not share these commonalties. The building principal needs to be aware of the pairings but not to such a degree that he/she is meddlesome. Hence, another role of the principal is one in which he/she monitors and promotes the relationship. This could be accomplished by checking in with the mentors and protégés to see how the relationship is developing and determine if the participants need any additional support. This additional support could take the form of peer observations, release time to discuss curriculum, or professional days to promote the development of the relationship.

The mentoring handbook should include reference to the role of the informal mentor, as new teachers will often seek mentoring from others whether or not they are

designated mentors. By including informal mentor roles, mentors could begin to recognize that they cannot "know it all." If, as part of the training, the mentor understands this, then he or she need not feel inadequate when their assigned protégé has a need they cannot meet. They can refer the protégé to the appropriate individuals to assist them in meeting their needs and making the mentoring task more collaborative. Additionally, by highlighting the role of the informal mentor, those individuals would recognize that they are an integral participant in the mentor program and the retention of new teachers.

In the mentor training, consistent expectations regarding the roles of all staff involved in mentoring, especially the role of principal, mentor and protégé should be discussed and reinforced.

Further Study

This research suggests many areas for further study, particularly related to the effects of mentoring on teacher retention. The program examined in this research as well as similar programs would benefit from such study.

1. Once a relational model has been put into place, does an awareness of the relational model, as outlined in this study, improve the quality of mentoring relationships, as perceived by the participants?
2. In a formalized mentoring program where the formal mentoring relationship is one year in duration, does the relationship continue past that formal year? If so, what form does the relationship take?
3. Does the length of a mentoring program (one year versus two years) influence the rate of new teacher retention?
4. What is the effect of informal mentors on the retention of new teachers? How much informal mentoring occurs? What are some of the activities and roles of

informal mentors? How are they accessed and used, what is their influence on the protégé?

5. Would a study of male mentors, in non-school settings, reveal any gender-related issues that did not emerge in the public school setting?
6. How does the gender of the mentor/protégé pairs impact the mentoring relationship?

Conclusion

Given the climate of schools today, with many new teachers leaving before their third year, the findings of this study could have an important impact on mentoring programs, mentoring relationships, and the retention of new teachers. The exodus of teachers is a national phenomenon. Because Massachusetts, as well as other states, mandates a mentoring program for all new teachers, this study's results could serve to inform the development of programs and the resultant training methods for mentors.

As districts design mentoring programs, they must be thoughtful about the components of their programs so as to maximize the impact and ultimately the retention of new teachers. Teaching in and of itself is based on relationships. If attention to the relational elements of mentoring has an effect on improving the experience for both the mentor and new teacher, then there would be a positive impact throughout the school district, inclusive of all staff, and ultimately on students. The studies cited in the research section outline the importance of relational experiences in human interactions—that personal growth occurs within an interpersonal connection (Miller) with a flow of shared interactions that leads to a greater sense of connectedness (Jordan, et al). Of note is the importance of this relational aspect in the development of interactions between mentor

and protégé. The mentoring relationship is at the heart of the new teacher's experience. That relationship, if nurtured carefully, will indirectly influence the new teacher's interactions with not only her mentor, but her students and their parents, and the community.

In addition, if attention is paid to the organizational constructs as outlined by this study, specifically Fullan's (1991) model for implementation, the mentoring program has a better chance of moving towards continuation. The relationships of all staff who are part of the mentoring program are key to its success. The relationship between the mentor and the protégé, the building principal and the mentor, the building principal and the new teacher, and any informal mentors and the new teacher, are critical to the success of the relational aspects of mentoring. As each individual interacts with another, a relationship is formed that can ensure the success of the new teacher. With a clear outline of expectations of all individuals in the schools as to their role in the mentoring program, the likelihood of a successful program and improved retention of new teachers could be significantly increased.

It is important to note the broad benefits possible for the mentoring program, particularly that the mentoring relationship not only affects the new teacher, the mentor, the informal mentor, the building principal and or the district administration, but ultimately, the student and his or her family. If a teacher is more in tune with the relational aspects of the mentoring interaction, she/he would more likely be in tune with her relationships to her colleagues, students, and community. A mentoring program thus has the potential to impact many relationships within the school for it calls attention to the human interaction that is at the heart of education itself. Mentoring is a win-win

situation. In developing and nurturing the mentoring relationship, the goal is to “not crush the wings of the butterfly”, but rather to watch it soar!

References

- Banner, J., Cannon, H. (1997). *The elements of teaching*. NY: Vail-Ballou Press.
- Bergman, S. (1991). *Work in progress*. Wellesley College: The Stone Center.
- Boles, M., & Paik, S. (1998). Structured mentoring works. *Workforce*. 77(2): 21.
- Cafarella, R. (1992). *Psychosocial development of women: Linkages to teaching and leadership in adult education*. (ERIC Document Reproduction Service No. ED 354 386).
- Christensen, J.E., & Conway, D. (1991). The use of self-selected mentors by beginning and new-to-district teachers. *Action in Teacher Education*, 12(4), 21-28.
- Coll, C., Cook-Nobles, R., & Surrey, J. (1997). Building connection through diversity. In J. Jordan (Ed.), *Women's growth in diversity*. (pp. 176-198). NY: The Guilford Press.
- Collins, J., & Porras, J. (1997). *Built to last: Successful habits of visionary companies*. NY: Harper Business.
- Cox, T. (1994). *Cultural diversity in organizations*. San Francisco: Berrett-Koehler.
- Daloz, L. (1999). *Mentor: Guiding the journey of adult learners*. San Francisco: Jossey-Bass.
- DeTomaso, N., & Hooijberg, R. (1996). Diversity and the demands of leadership. *Leadership Quarterly*, 7(2), 163-187.
- Education Reform Law. 1993. Massachusetts
- Ely, M., Vinz, R., Downing, M., & Anzul, M. (1997). *On writing up qualitative research*. London: The Falmer Press.
- Faithorn, L. (1992). Three ways of ethnographic knowing. *ReVision*. 1 (1),
- Feiman-Nemser, S., & Parker, M. B. (1990). Making subject matter part of the conversation in learning to teach. *Journal of Teacher Education*, 41 (3), 32-43.
- Fraser, J. (1998). *Teacher to teacher*. NH: Heinemann.

- Fullan, M. (1991). *The new meaning of educational change*. NY: Teachers College Press.
- Fullan, M., & Miles, M. (April, 1992). Getting educational reform right: What works and what doesn't. *Phi Delta Kappan*.
- Galbraith, M., & Cohen, N. (1995). *Mentoring: New strategies and challenges*. CA: Jossey-Bass.
- Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researchers*. NY: Longman.
- Glickman, C. (1993). *Renewing America's schools*. San Francisco: Jossey-Bass.
- Gordon, S., Maxey, S. (2000). *How to help beginning teachers succeed*. VA: ASCD.
- Hale, M. (1995). Mentoring women in organizations: Practice in search of theory. *American Review of Public Administration*, 25(4): pp. 327-339.
- Jordan, J. (1991). Empathy and the mother-daughter relationship. In J. Jordan, A. Kaplan, J. Miller, I. Stiver, & J. Surrey (Eds.), *Women's growth in connection*. (pp. 28-34). NY: Guilford Press.
- Jordan, J. (1991). The meaning of mutuality. In J. Jordan, A. Kaplan, J. Miller, I. Stiver, & J. Surrey (Eds.), *Women's growth in connection*. (pp. 81-96). NY: Guilford Press.
- Jordan, J., Kaplan, A., Miller, J., Stiver, I., & Surrey, J. (1991). *Women's growth in connection*. NY: Guilford Press.
- Kamii, M., Harris-Sharples, S. (1988). *Mentoring and new teachers: Reshaping the teaching profession in Massachusetts*. MA: Wheelock College.
- Kanter, R., (1983). *The change masters: Innovation and entrepreneurship in the american corporation*. NY: Simon and Schuster.
- Kaschak, E. (1992). *Engendered lives: A new psychology of women's experience*. NY: Basic Books.
- Lather, P. (1991). *Getting smart*. NY: Routledge.
- Lawson, H. (1992). "Theme: Induction and mentoring" *Journal of Teacher Education*. 43(4): 163-172. 1992 May-June.
- Loeb, M. (1995, November 27). The new mentoring. *Fortune*, 132(11): 213.

- Maxwell, J. (1996). *Qualitative research design*. London: Sage.
- Miller, J. (1991). The development of women's sense of self. *Women's growth in connection*. In J. Jordan, A. Kaplan, J. Miller, I. Stiver, J. Surrey, J., (Eds.), (pp. 11-26). NY: Guilford Press.
- Naisbitt, J., & Aburdene, J. (1990). *Megatrends 2000: Ten new directions for the 1990's*. NY: William Morrow & Co.
- Odell, S. (1990). *Mentor teacher programs*. D.C.: NEA Professional Library.
- Pascale, R., & Athos, A. (1981). *The art of japanese management: Applications for american executives*. NY: Simon and Schuster.
- Patton, M. (1990). *Qualitative evaluation and research methods*. London: Sage.
- Porter, H. (1998). *Mentoring new teachers*. CA: Corwin Press.
- Rowley, J., (1999). The good mentor. *Educational Leadership*, May, pp. 20-23.
- Sashkin, S. & Egermeir, (1993). School change models and processes: A review and synthesis of research and practice. Publisher unknown.
- Schmoker, M. (1996). *Results: The key to continuous school improvement*. Virginia: ASCD.
- Seiber, J. (1997). *Planning ethically responsible research*. London: Sage.
- Seidman, I. (1998). *Interviewing as qualitative research*. New York: Teachers College Press.
- Sergiovanni, T. (1992). *Moral leadership: Getting to the heart of school improvement*. CA: Jossey-Bass.
- Surrey, J. (1991). The "self-in relation": A theory of women's development. In J. Jordan, A. Kaplan, J. Miller, I., Stiver, J. Surrey. (Eds.), *Women's growth in connection*. (pp. 51-66). NY: Guilford Press.
- Surrey, J. (1991). Relationship and empowerment. In J. Jordan, A. Kaplan, J. Miller, I., Stiver, J. Surrey. (Eds.), *Women's growth in connection*. (pp. 162-180). NY: Guilford Press.
- Weiss, R. (1994). *Learning from strangers. The art and method of qualitative and interview studies*. NY: The Free Press.

- Wohlstetter, P., VanKirk, A., Robertson, P., & Mohrman, S. (1997). *Successful school based management*. Virginia: ASCD.
- Zey, M. (1984). *The Mentor Connection*. Illinois: Dow Jones-Irwin.

APPENDIX A

Carousel Brainstorming Survey for Mentor and Protégé

How has this relationship met your expectations?

How has this relationship not met your expectations?

What is the role of the mentor/protégé in the mentoring relationship?

Name specific ways that your work with the mentor/protégé has had an effect on student learning.

In what ways did your principal support the mentoring relationship?

In what ways did you wish your principal supported the mentoring relationship?

What activities have you done with your mentor/protégé? How were they helpful?

APPENDIX B
Evaluation of the Mentoring Program by Teachers New to the District
December, 1999

Employment Status: Please check appropriate spaces and complete this form and return it unsigned to the Personnel Office by December 17.

☐ Elementary Teacher
☐ Middle School Teacher
☐ High School Teacher
☐ Other

☐ New to the profession
☐ 1 to 5 years experience
☐ 6 + years experience

1. Has your mentor been readily available to you?
Please elaborate your response.

2. Do you feel comfortable with your mentor?
Please elaborate your response.

3. How has your mentor been able to help you with instructional issues (e.g. observing, offering suggestions, modeling good teacher practices, assisting in lesson preparation and classroom organization, and addressing such issues as discipline, scheduling, planning and organizing for the school day)?
Please elaborate on your response.

4. How has your mentor been able to provide professional support (e.g. information on school policies and procedures, advice on how to handle relationships with the school, district, parents and members of the community)?
Please elaborate on your response.

5. How has your mentor been able to provide personal support (e.g. empathetic listening, reflective practice acting as a sounding board, problem solver)?
Please elaborate on your response.

6. How has your mentor been able to maintain a confidential relationship with you To discuss issues in an open, timely and informed manner?
Please elaborate on your response.
7. How has your mentor served as a liaison to the other staff members and educational resources?
Please elaborate on your response.
8. How do you feel that the initial orientation by the district benefited you?
Please elaborate on your response.
9. List any areas of concern you have at this time.
10. In what ways have staff members other than your mentor helped you?
11. Please make any comments or suggestions that you feel would improve the program for next semester or next year. You may use another sheet of paper.

APPENDIX B
Evaluation of the Mentoring Program by Teachers New to the District
May, 2000

Employment Status: Please check appropriate spaces and complete this form and return it unsigned to the Personnel Office by May 14.

<input type="checkbox"/> Elementary Teacher <input type="checkbox"/> Middle School Teacher <input type="checkbox"/> High School Teacher <input type="checkbox"/> Other	<input type="checkbox"/> New to the profession <input type="checkbox"/> 1 to 5 years experience <input type="checkbox"/> 6 + years experience
---	---

1. Has your mentor been readily available to you?
Please elaborate your response.

2. Do you feel comfortable with your mentor?
Please elaborate your response.

3. How has your mentor been able to help you with instructional issues (e.g. observing, offering suggestions, modeling good teacher practices, assisting in lesson preparation and classroom organization, and addressing such issues as discipline, scheduling, planning and organizing for the school day)?
Please elaborate on your response.

4. How has your mentor been able to provide professional support (e.g. information on school policies and procedures, advice on how to handle relationships with the school, district, parents and members of the community)?
Please elaborate on your response.

5. How has your mentor been able to provide personal support (e.g. empathetic listening, reflective practice acting as a sounding board, problem solver)?
Please elaborate on your response.

6. How has your mentor been able to maintain a confidential relationship with you To discuss issues in an open, timely and informed manner?
Please elaborate on your response.
7. How has your mentor served as a liaison to the other staff members and educational resources?
Please elaborate on your response.
8. How do your feel that the initial orientation by the district benefited you?
Please elaborate on your response.
9. List any areas of concern you have at this time.
10. In what ways have staff members other than your mentor helped you?
11. Please make any comments or suggestions that you feel would improve the program for next semester or next year. You may use another sheet of paper.

Are you a:

- What has been the range of activities and topics you have discussed?

4. How do you feel the mentoring program has benefited the mentees?
Please elaborate on your response.

5. How do you feel the mentoring program has benefited you?
Please elaborate on your response.

6. How has your principal been supportive of the mentoring program?
Please elaborate on your response.

7. How has the mentoring program been beneficial to your school?
Please elaborate on your response.

8. How has the mentoring training been helpful to you in your role as mentor?
Please elaborate on your response.

9. Please make any comments or suggestions that you feel would improve the Mentoring program. You may use another sheet of paper if needed.

1. What differences have you observed in the needs of new to the profession as well as new to the district teachers in your building?
Please elaborate on your response.
2. How has the mentoring program been beneficial to your school? In what ways?
Please elaborate on your response.
3. Do you feel that the formal training of mentors enhanced the mentoring program?
Please elaborate on your response.

4. What suggestions, recommendations, or thoughts do you have that would improve the program for next semester or next year?
5. What activity(s) have you directly organized or planned to support teachers newly hired to your building?
6. What thoughts or ideas do you have about the structure of the induction of new teachers?

3. Do you feel that the formal training of mentors enhanced the mentoring program? Please elaborate on your response.

7. What challenges have you experienced in this relationship? Explain.
8. What would you say has been the outstanding benefit that you have received from being in a mentoring relationship?
9. How has this relationship met your expectation?
10. Describe how the mentoring program impacts the school community.
11. In what ways did your principal support the mentoring relationship?
12. What types of support have you received from the district? How has this support assisted you? How did you use this support?
13. What types of support do you think you need in this relationship?
14. Has your perception/idea/understanding of the role of the mentor changed since the beginning of the year? Explain.

7. What challenges have you experienced in this relationship? Explain.
8. What would you say has been the outstanding benefit that you have received from being in a mentoring relationship?
9. How has this relationship met your expectation?
10. Describe how the mentoring program impacts the school community.
11. In what ways did your principal support the mentoring relationship?
12. What types of support have you received from the district? How has this support assisted you? How did you use this support?
13. What types of support do you think you need in this relationship?
14. Has your perception/idea/understanding of the role of the mentor changed since the beginning of the year? Explain.

APPENDIX F

Interview Guide

A series of three, one-hour interviews with the focus on issues as outlined below.

During interviews, ask for process of documentation of activities in the relationship, such as journals and checklist.

Record on an index card at the start of the interview:

What is your current position?

How long have you been here?

What are some of the responsibilities of your position?

Could you give me some background about yourself in your career: interests, where you have worked, experiences you have had

3 topics to get at the issue of the aspects of the mentoring relationship

1. Relationship formation

2. Institutional support for the relationship- including professional development, culture of the school, policies, and organizational support.

3. Relationship over time (year to year and through the year- November, February, May)

Questions

1. Relationship Formation

1. How did you find each other?
2. What are the goals of this relationship?
3. What are your expectations of the relationship?
4. Describe the workings of this relationship. (in school, out of school)
5. How did you approach the relationship?

What were your feelings?

Why did you feel this way?

Describe how you approached your first meeting.

What exactly did you plan for your first meeting?

What activities did you choose? Why?

6. Describe how you approached your first meeting.

What did you do to prepare?

What were your feelings after the initial meeting?

7. What qualities did you recognize in the other person that assisted in the development of the relationship?

Why were these qualities important?

8. Other comments/ideas you have to add about relationship building?

9. Why did you get involved in a mentoring relationship?

2. Institutional Support for the Relationship

1. What types of support have you received from the district?

How has this support helped you?

How did you use this support?

2. What types of support have you received at the building level?

How has this support helped you?

Is the support ongoing?

How did you use this support?

3. What is the reaction of your colleagues to the mentoring relationship?

4. What types of support do you think you need in this relationship?

5. Did you receive mentor (protégé) training? If so, describe it.
Tell me how it benefited you.
6. If you did not receive mentor (protégé) training; tell me how you prepared for the mentor role.
7. What recommendations would you make to strengthen your role as a mentor?

3. Relationship Over Time

1. Describe your feelings about the mentoring relationship after the initial meeting.
2. How often do you meet? Why?
3. How did you approach the second meeting? Why did you proceed this way?
4. What are the characteristics of the mentor (protégé) that you found most helpful?
Why?
5. What are the characteristics of the mentor (protégé) that you did not find helpful?
Why?
6. What has changed about you since the initial meeting?
Why do you think this has occurred?
7. What has your mentor (protégé) assisted you with in relation to your job? How was this done? (Zey, (1984) *The Mentor Connection*. Dow Jones-Irwin)
8. How do you keep track of your relationship?
Are these activities helpful? In what way?
9. What have you learned from your protégé?
10. If you were to compare your relationship to your protégé from the initial stage to where it is now- what have been the biggest changes? (Zey)

11. Other comments/ideas you want to make related to your relationship building.

Sociocultural Factors will be addressed in probing questions as follow-up to factors that influence the relationship. The sociocultural factors of culture, ethnicity, age, background and experience of individuals are part of the relationship, and will be addresses as they arise.

Questions regarding issues of power in the mentoring relationship will be addressed within the context of the interviews- as probing or follow-up questions.

Some follow up questions

I want to revisit your relationship with your protégé.

1. What is your role in the relationship? Professionally? Emotionally?
2. What are your expectations of the relationship?
3. What is your protégé's role in the relationship?
4. Tell me more about the workings of the relationship.
5. How do you see your protégé in 3 months? At the end of the school year/
6. Do you feel your protégé identifies with you? In what way? Why?
7. What do you worry about?
8. What is your goal for your protégé?
9. What do you want for her? Wish for her?
10. What are your future plans in this relationship?

APPENDIX G
Informed Consent Form for Mentor Interviews

As part of my ongoing doctoral research into mentoring relationships, I will conduct one-hour, audiotaped interviews that will address different components of the mentoring relationship. The topics include relationship formation, institutional support for the relationship, and the development of the mentoring relationship over time.

As a participant in this study, you agree to freely partake in the interview, with no remuneration. The transcription of the interviews will omit all names and reference to places so as to protect the anonymity of the participants. The transcriptions will be used for analysis in my doctoral dissertation or in future publications and are for my use only. You may request a transcript of the interviews. You also have the right to review the transcriptions and to withdraw from the study at any time.

By signing this letter, you give me permission to use the interview transcripts as stated above.

Participant's Signature**Date**

Interviewer's Signature**Date**

APPENDIX H

Model for Analysis of the Stages of Development of the Mentoring Relationship

This model will be used as a framework to categorize the characteristics and elements of development within the mentor/protégé relationship.

Based on relational model and mutual intersubjectivity and five growth fostering characteristics of mentors.

Empathy, mutual empathy, or empowerment	Model of mutual intersubjectivity	Characteristics or roles of mentors
Empathy	1. An interest in and cognitive–emotional awareness of responsiveness to the subjectivity of the other persona through empathy.	Being committed to the role of mentor Being accepting of the beginning teacher Being effective in an interpersonal context
Empathy	2. A willingness and ability to reveal one's own inner states to the other person, to make one's needs known, to share one's thoughts and feelings, giving the other access to one's subjective works, self disclosure, opening to the other.	
Empathy	3. The capacity to acknowledge one's needs without consciously or unconsciously manipulating the other to gain gratification while overlooking the others experience.	
Mutual empathy	4. Valuing the process of knowing, respecting, and enhancing the growth of the other.	Being committed to the role of mentor Being accepting of the beginning teacher Being effective in an interpersonal context Being skilled at providing instructional supports
Empowerment	5. Establishing an interacting pattern in which both people are open to change in the interaction.	Being committed to the role of mentor Being accepting of the beginning teacher Being effective in an interpersonal context Being skilled at providing instructional supports Model of continuous learner

APPENDIX I
Letter of Introduction

October 1999

Dear Colleague,

Currently I am enrolled in a doctoral program at Lesley College. My research will focus on mentoring relationships, specifically relationship, institutional support for the relationship, and the development of the mentoring relationship over time.

In order to further my understanding on this topic, I will be distributing surveys to mentors and protégés in the Public Schools. These surveys will be coded only so that I may identify pairs in the mentoring relationship. For example, one mentor pair will receive a survey with M1 if you are a mentor and P1 if you are a protégé. Another pair will receive M2 and P2 and so on. There will be no reference to your name, only the mentor relationship, as I will use the responses to these surveys to further my understanding of the mentoring relationship.

The surveys will be distributed to the mentor, who will give the same survey to their protégé. When these are finished, please send them back in the enclosed envelope to:

Karen LeDuc, Curriculum Resource Office

Thank you in advance for your time.

Sincerely,

Karen LeDuc

APPENDIX J

MENTOR PROGRAM



MISSION STATEMENT

The Teacher Mentoring Program for ~~Teacher~~ Public Schools will build relationships that encourage and support:

- Understanding by new staff of the district's expectations
- Achievement of personal and professional success for new staff
- Development of sound practices that lead to high quality instruction for all students
- Opportunities for experienced teachers to self-renew and revitalize
- Favorable rate of new staff retention

PLANNING MENTOR PROGRAMS

Establish the needs for and benefits of a mentoring program
Conduct a need assessment

Convene a steering committee to include:

- Central administration representative
- Building administration representatives (one for each building in the district)
- Union representatives (one-two per district)
- Veteran teachers (one from each building in the district)
- New teachers (one from each building in the district)
- School committee representative

Steering committee:

- Develops district mission statement on mentoring
- Identifies the roles and responsibilities of all involved in the program
- Designs an individualized comprehensive plan for induction/mentoring program
- Shares comprehensive plan with school committee for funding approval
- Shares comprehensive plan with each building in the district
- Initiates mentor training program
 - Identify training module

ROLES AND RESPONSIBILITIES

All Involved:

Meet at the beginning of the year with the new teachers to provide an initial orientation and schedule activities.

Teachers New to the District:

1. To be an active participant in the mentoring program
2. To be open and inquiring with the mentor
3. To be willing to devise and implement new strategies with the mentor
4. To be willing to listen
5. To be a reflective learner

The Mentor:

1. To be supportive
2. To listen
3. To be a resource for:
 - A) Curriculum
 - B) Effective instructional strategies
 - C) Procedures (in building, in system, with all forms, etc.)
 - D) Staff relationships
 - E) Professional development opportunities

Other Staff:

1. To accept professional responsibility of assisting new teachers
2. To be supportive of new teachers and mentors
3. To seek positive direction when new teachers ask for help

4. To make an effort to communicate with new teachers informally (lunch, prep time, social)
5. To share ideas, resources, strategies, etc.

Department Head, Vice Principal, Principal:

1. To give clear message that they are available to help the new teacher
2. To provide time for the new teacher (observations, meetings, informal discussions, etc.)
3. To monitor the mentorship relationship (Is it happening?)
4. To promote the relationship – fulfill all possible requests from the mentor for the new teacher
5. To insure schedule allows for growth of the new teacher

The Central Office:

1. To endorse, encourage and support the program in school
2. To support and recommend sufficient funding for the program
3. To do follow up studies and insure the program is working properly
4. To publicize the program throughout the community
5. To offer training and ongoing support to mentors

The School Committee:

1. To endorse the mentor program
2. To fund the program
3. To make an overall commitment to professional development

RESPONSIBILITIES OF MENTORS

1. To provide instructional support (ie. observing, offering suggestions, modeling good teacher practices, assisting in lesson preparation and classroom organization, and addressing such issues as discipline, scheduling, planning and organizing the school day).
2. To provide professional support (ie. review school policies and procedures, advise on how to handle relationships with the school, district, parents and members of the community).
3. To provide personal support (empathetic listening, reflective practitioner, act as a sounding board, problem solver etc.).
4. To maintain a confidential relationship to discuss issues in an open, timely and informed manner.
5. To serve as a liaison to other staff members and educational resources. Facilitate introductions and assist the new staff member as they become incorporated into the environment of the school district.

NOTE: The mentor is not an evaluator.

MENTOR RECRUITMENT STRATEGIES

Members of the Steering Committee visit each school to describe the mentor program. Written materials outlining the mentor program will be distributed to all interested staff. The mentor needs of the district will be posted each year.

Mentor candidates can volunteer or be nominated by any professional staff member. This nomination will be submitted on a consistent form throughout the district. In addition, the prospective mentor will complete a form indicating interest.

MENTOR SELECTION PROCEDURES

A School based Committee on Mentor Selection will be established by the District comprised of various constituencies (ie. principals, experienced teachers, second year teachers, department heads, steering committee reps. etc.).

The following criteria will be used to select the mentors:

- a) is teacher of professional status
- b) is matched and accessible to the mentee within each building ideally within the grade level and within the subject area
- c) is able to commit the time necessary to be a successful mentor
- d) has professional and personal characteristics necessary to be successful
- e) demonstrates acknowledged mastery of a broad range of teaching skills and an understanding of the District's mission and how the Curriculum Frameworks can be incorporated into the beginning teacher's practices.
- f) possesses personal qualities such as enthusiasm, commitment to teaching and a demonstrated ability to work with peers.
- g) exhibits knowledge of conferencing and observation skills.
- h) agrees to attend a training program provided by the District
- i) submits statement of interest which is reviewed by the committee

DEVELOPING A PLAN FOR MATCHING/PAIRING MENTORS

(It should be stressed from the outset that no match is permanent and can be changed at the request of either person. A mentoring relationship that does not work need not be seen as a failure, but rather a difference in style).

- I. List of pairing factors to be able to determine “chemistry”.
(See attached list of factors)
- II. Questionnaire to be completed by mentee upon initial hiring. This questionnaire will include factors which may be important in predicting a good match.
- III. Questionnaire to be completed by mentors prior to pairing.
- IV. Mentor/Mentee pairing team may consist of:
 - A building administrator and/or department head
 - Two teachers from the building
- V. Available mentor pool:
 - For reassignment of mentors when established relationships need to be changed
 - For teachers who enter the system after September
- VI. Schedule informal meeting for all mentors and mentees within the first month. This meeting should include discussions relating to:
 - Success or lack of success in the relationship
 - Changes that need to be considered



0 1139 0242815 1
LESLEY UNIVERSITY

For Reference

Not to be taken from this room

7/24/2002

MAY 31 2002

LUDCKE LIBRARY
Lesley University
30 Mellen Street
Cambridge, MA 02138-2790

